DOCUMENT RESUME

ED 120 148 CE 007 091

TITLE	Typewriting.
INSTITUTION	Virginia State Dept. of Education, Richmond. Business Education Service.
PUB DATE	Mar 76
NOTE	83p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Curriculum Guides; *Learning Activities; *Teaching Methods; *Teaching Techniques; *Typewriting

ABSTRACT

The document is a guide intended to suggest teaching methods for typewriting instruction, whether for a beginning course for students interested in personal typing or for vocational typewriting courses in occupational preparation programs. The guide outlines learning activities to supplement instruction on 34 topics from paper insertion, operating typewriter mechanisms, and figures and symbols, to offset duplicating process, legal typing, and medical typing. The format gives objectives, activities, and a few evaluation suggestions. The guide is intended only as a methods resource for supplementary activities and is not a complete course guide in chronological order. Introductory material includes basic objectives, psychological principles of learning, relevant teaching techniques, information about class organization, and evaluation procedures for measuring student progress and for grading. (AJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED122148

TYPEWRITING

Business Education Service
Division of Vocational Education
State Department of Education
Richmond, Virginia 23216
March 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 007091

FOREWORD

Typewriting is the basic skill upon which office occupations programs are built. This guide is intended to present suggested content, instructional procedures, and behavioral objectives which are appropriate to instruction in typewriting.

This guide was prepared under the direction of the professional staff of the Business Education Service and was coordinated by a business teacher-educator. The publication reflects the contributions made by many business teachers.

The content and instructional techniques described are offered only as suggested minimum standards. The content may be used in beginning typewriting programs as well as in the vocational typewriting instruction included in occupational preparation programs.

All teachers of typewriting are urged to exercise their creative efforts to adapt and expand these guidelines to serve the needs of individual students.

W. E. Campbell, Superintendent of
Public Instruction

STATEMENT OF PURPOSES

Typewriting has emerged not only as the basic skill for office workers, but also as a primary facility of communication for all business and personal correspondence needs. The ability to typewrite is second in importance only to handwriting in communication skills. All high school students should be given the opportunity to develop skills in typewriting.

Teachers are encouraged to use the guide as a reference. The guide will

1. state the basic objectives for students enrolling in a course in typewriting,
2. list the psychological principles of learning and the teaching techniques that apply to the teaching of typewriting,
3. provide information about class organization,
4. give suggested evaluation procedures for measuring student progress and for grading students in typewriting, and
5. provide outlines for thirty-four topics including objectives, suggested student teacher activities, evaluation procedures, and suggested texts and reference materials.

The guide is not written in a chronological order for teaching typewriting skills. It should be used to suggest teaching methods that are appropriate and to provide assistance to Virginia's business teachers. The effectiveness of any method of teaching naturally is related to the individual capacities, interests, imagination, and personality of the teacher.

Carl E. Jorgensen, State Supervisor
Business Education Service

TYPEWRITING GUIDE

Suggested Content, Instructional Procedures, and Behavioral Objectives

Committee Members:

Margaret E. Angles, Caroline S. Barbee, Marguerite Boltinghouse, Dorothy C. Brown, Ann S. Graybill, Marguerite Grimes, B. Frances Hale, Sandra Hancock, Mary Lou Hardie, Vickie Jefferson, Mary J. Johnson, Lula Lawson, Frances Milstead, Don R. Nichols, Sue W. Pittman, Susan J. Rader, Isabelle Reid, Frances Ricks, Alma F. Robertson, Caryl G. Solomon, Rebecca S. Thomas, Sally W. VanLear, Anne B. Ward, Jean Walk, Estelle Woodl[illegible]f, and Billie B. Wright.

A special note of appreciation to the following individuals for their work on the final revision during the Summer 1975 at Radford College:

Sandra Hancock, Roanoke City Schools
Mary Lou Hardie, Montgomery County Schools
Lula Lawson, Petersburg City Schools
Frances Milstead, Martinsville City Schools
Frances Ricks, Chesterfield County Schools
Jean Walk, Tazewell County Schools
Billie Wright, Roanoke City Schools

Coordinator: Ardyce S. Lightner, Dean
School of Applied Arts and Sciences
Radford College
Radford, VA 24142

Editor: B. June Schmidt, Assistant Supervisor
Business Education Service
State Department of Education
Richmond, VA 23216

TABLE OF CONTENTS

	Page
Introduction	1
Objectives	1
Principles of Learning	1
Psychological Guides for the Building of Skills	1
Classroom Techniques for Building Basic Skills	2
Motivation	3
Organization	3
Length of Course	3
Classroom Procedure	4
Textbooks	4
Audio-Visual Aids	4
Instructional Supplies	4
Teacher's Responsibilities	4
Evaluation	5
Measurement	5
Grading	5
Office Occupations Programs	6
Personal Typing	6
FBLA Activities	6
Instructional Topics	7
References	72

INSTRUCTIONAL TOPICS

Topic		Page
1	To Begin the Year	7
2	How to Develop Typing Skills	10
3	Inserting Paper	11
4	Operating Various Typewriter Mechanisms	13
5	Figures and Symbols	14
6	Teaching the Use of the Tabulator Mechanism	16
7	Simple Centering	18
8	Word Division as Applied to Typing	21
9	Speed Development	22
10	Accuracy Development	24
11	How to Arrange and Type Tabulated Material	26
12	Correcting Techniques	30
13	Composing at the Typewriter	31
14	Proofreading and Rough Drafts	32
15	Typing from Handwritten Copy	33
16	Typing on U. S. Postal Cards	34
17	Typing Letters	37
18	Envelopes	39
19	Making Carbon Copies	45
20	Typing Labels and Index Cards	48
21	Interoffice Memorandum	49
22	Typing Information on Business Forms	50
23	Typing Outlines	52

Topic		Page
24	Typing Reports and Manuscripts (Footnotes and Bibliographies)	54
25	Financial Statements	56
26	Minutes of Meetings	57
27	Telegrams and Reply-O-Grams	58
28	Itineraries	59
29	Fluid Duplication	60
30	Stencil Duplication	61
31	Offset Duplicating Process	63
32	Legal Typing	65
33	Medical Typing	68
34	Integrated Projects	70

INTRODUCTION

That typewriting is a recognized tool of communication is evidenced by the fact that more than two million students annually enroll in typing courses in the public schools of the United States. However, only those individuals who develop considerable typing skill generally use it outside the classroom to any appreciable extent. No difference exists in teaching basic typing skills to students with a personal-use objective than to those with a vocational objective.

The first year of typing instruction is largely devoted to skill building and application of the skill to basic typing tasks. The objective of advanced typing is vocational, emphasizing office techniques and standards of production.

Typing is more than a manipulative skill. It is the application of a skill to countless business situations—the designing of orderly and easy-to-understand forms, the placement of written material in an attractive and logical manner, and an awareness of the need for economizing time and motion to perform tasks. The typist must have knowledge of the materials required for a given task and be conservative in the use of these materials.

Speed and accuracy alone do not make a good typist, other important factors that determine success or failure must be considered. A good course in typing takes many factors into account by emphasizing the teaching of vocabulary, grammar, spelling, punctuation, word division, and simple arithmetic; by training students to follow directions, to care for equipment, and to be neat and dependable; and by developing the qualities of self-evaluation for improvement, perseverance, cooperation, and initiative.

The topics in this guide are by no means all-inclusive. They are rather a listing of the more common ones used in most typing classes. The arrangement is sequential in nature; however, the topics need not be used in any particular order. Rather, the interests, aptitudes, and abilities of the students should determine the topics of emphasis and the progressive order of their use.

Nor should the topics be considered all-encompassing. The topics provided will hopefully serve as a stimulus to the teacher to develop others needed by the students as individuals or to meet the demands of the local business community.

OBJECTIVES

In a typewriting course, students will

1. practice good manipulative techniques at all times.
2. use the touch typing method for all parts of the machine.
3. type straight-copy paragraph material of average difficulty for five minutes at a minimum rate of 24 gross words a minute for the first semester and 34 gross words a minute for the second semester. Maximum error tolerance should be no more than 2 per minute.
4. proofread accurately and make corrections as directed.
5. type simple problems such as letters, outlines, manuscripts, tables, and business letters of mailable quality by the end of the first semester.
6. type different styles of business letters, reports, tabulations, and business forms by the end of the second semester.
7. use the dictionary and other technical English guides for word division, spelling, and capitalization.

PRINCIPLES OF LEARNING

Psychological Guides for the Building of Skills

The needs, interests, attitudes, and capabilities of students are important factors in developing typing skill.

1. Students learn best when an appeal is made to as many senses as possible. The teacher not only talks about how to type but also demonstrates each aspect of typing as it is introduced. Thus, students hear and see performance at the expert level. When the letters of the keyboard are introduced, the students look at the keyboard, get the "feel" of the keys and the distance between rows, look away, and try to imitate the teacher's sound.
2. The greatest learning takes place when students understand the goals toward which they are working and when these goals are set in terms of each student's capabilities. Each activity in the classroom has a definite

goal. In reaching goals, students compete against their own records of performance rather than against the class as a whole.

3. In learning a skill, a student makes many random movements at the beginning. Do not stress accuracy until opportunity has been given for the elimination of these random movements by the development of correct techniques. Concentrate on facility of manipulation with all practice directed toward an even, steady, flow of motion.
4. Each element of skill development is best learned in isolation before being put into a composite situation. In presenting the various components of the experts pattern of typewriting, drill for mastery of each component. Then teach the application. For example, the use of the backspace key is mastered before horizontal centering is introduced. Production typing is not introduced until students have a mastery of the keyboard.
5. Practice on any type of drill is effective only within limits. Beyond a certain point, no additional learning takes place. Break up the class period into short practice periods on a variety of materials with a definite goal set for each activity.
6. Skill development and problem solving are not compatible. Problem-solving procedures help integrate instruction and lead to the transfer of learning because students are forced to recall and use previous learnings in order to solve a present problem.
7. Skill results from the development of expert techniques. Constantly stress the development of correct techniques. Watch students continually, permitting very little unsupervised practice. Analyze the difficulties encountered with each student and demonstrate how to overcome them.
8. Skill develops most rapidly when time is devoted to sheer drill on each element of the skill. Develop speed and accuracy from a series of short activities (one-, two-, and three-minute drills) and repetitive practice on easy material. Five-minute timed writings are used to measure the ability to maintain a sustained speed.
9. Testing serves as a measure of progress and not as an end in itself. Tests are given only when the teacher wishes to ascertain the degree of learning that has taken place. Reteaching can then be done.

Classroom Techniques for Building Basic Skills

For a successful skill building program, follow these procedures:

1. Plan a definite program of drills. Just going through the routine practice of certain materials is not a skill-building program. There must be concrete evidence that some purpose is served by practicing a designated drill. Diagnose student weaknesses and assign remedial drills on an individual basis.
2. Stress the human factor. Most beginning typist are very tense and lack confidence in their ability to type. The teacher who can cultivate a relaxed, but demanding, atmosphere achieves better results.
3. Supervise constantly. The teacher must seek out and remedy as many serious defects in techniques as can be detected.
4. Feel free to experiment with new methods. When you learn of a different method of teaching typing, try it in your classroom for a length of time sufficient to evaluate its effectiveness.
5. Function around a pretest, practice, posttest plan. As a result of the pretest, the student should see a definite need for improvement and be ready to expend more effort on assigned practice materials. The student will understand the need for and have a better attitude toward drill. The posttest shows the student and the teacher the actual skill improvement resulting from the prescribed practice.
6. Make the warm-up productive. Specific practice materials such as double letters, one-hand drills, numbers, and a variety of other possibilities may be assigned for skill building.
7. Utilize preview techniques. Make use of the previews presented in the textbook for drill periods prior to actual problem typing. Or students can practice several times difficult words or phrases appearing in the material to be typed. This provides good preview practice and is an excellent means of singling out students with poor techniques.
8. Keep students individually informed of progress. Students can be stimulated to put

forth more effort by direct or indirect involvement in progress reports.

9. Stress selective practice techniques. Provide for individual needs by assigning selective practice materials to enable the student to attack specific deficiencies in a manner that will assure maximum improvement.
10. Insist upon accurate proofreading. An on going program that will result in better proofreading is essential.
11. Employ efficient classroom management. Avoid wasting time. There should always be a minimum of teacher talking and a maximum of student typing to increase productivity and efficiency.
12. Demonstrate each step of the learning process. One good demonstration will be more effective than days of explanations. The teacher will want to practice the demonstration before the class meeting. The teacher's speed is geared to the level of the class. Show how rather than show off.
13. Use consistent signals. For example, "Return" for the carriage return becomes a signal for instantaneous reaction if it is always used when that reaction is desired.
14. Drill on each component of skill until the student can perform it correctly. A student has not mastered a technique until it is completely automatized.
15. Present production problems as an outgrowth of skill building, for example, when teaching the setup of a letter, first discuss placement of the various parts. Then present a rush through practice of the various parts. Using a block style, have students insert paper, return to the left margin, space down and type the date, space down again and type the inside address, return twice and type the salutation, return twice and begin typing the first line of each sentence or paragraph, return twice and type the complimentary close, return four times and type the name of the writer, return twice and type reference initials. Repeat the procedure as appropriate. This type of practice will reinforce placement of information in production problems as well as speed in production.

Motivation

Motivation is the stimulation of interest through special appeals or devices that lead to action. The student with the right mind set is alert but relaxed—confident without being careless.

Positive motivation is generally more effective than negative motivation. Grades, bonus points, praise, and recognition are examples of positive motivation; penalties are negative forms of motivation.

For motivation to lead to superior typing performance, the responses that are required must be the ones that are important in the situation. Put emphasis on the things or the responses that make a difference in the development of typing skill. For example, finger position in terms of key stroking is much more important than the position of the feet. Initial emphasis should be on the typing process (how the student types) rather than on the product (what the student types).

Capitalize on the desire to learn to type and to succeed that the learner brings to the typing classroom. Keep the desire alive by the confidence shown in the student's ability to learn and by finding ways to help each student succeed at something each day.

ORGANIZATION

Length of Course

With proper teaching methods and a minimum of 150 hours of instructional time, a course of beginning typing can be conducted. Typing techniques are refined and vocational competencies are further developed in the integrated typing instruction taught in the office occupation preparation courses that follow beginning typing.

Typing instruction should be made available to all pupils, preferably at the tenth grade level. After the end of the first semester, the occasional pupil who cannot profit from typing should be allowed and advised to transfer from typing into some other course that will provide a reasonable chance for success.

To qualify for office occupation preparation, the student should demonstrate by the end of the first year of typing the ability to develop a marketable skill—at least a straight copy speed of 40-45 gross words a minute for five minutes with a maxium of 5 errors and the ability to apply the skill in production situations.

Classroom Procedures

Everything in the typing room should remind the student of what must be done in order to achieve the goal of being able to type well enough to fit successfully into the business office. From the first day of typing, the student should be surrounded by incentives and examples of good techniques—posters, pictures, bulletin boards, and displays of good student work.

The office-oriented class situation requires the student to accept responsibility for work habits, completion of assignments, and care of the typewriter. The student is prepared to act according to office standards. The teacher acts as an office manager. In this setting the teacher keeps emotional upsets to a minimum and assists students in developing a constructive attitude toward human relations problems.

Textbooks

There are no state-adopted typing textbooks, however, the Business Education Service has a list of approved books for use in Virginia public schools. Good teachers generally use a textbook as a guide to be supplemented or deviated from as necessary to fit the needs of the students and the employers of the local business community. Almost all textbooks are written to cover the general situation; more specific instructions must be added by the teacher. Read the teacher's manual before using a textbook in order to gain a knowledge of the method of teaching and the viewpoint of the authors.

Audio-Visual Aids

Every typing classroom should be equipped with a demonstration stand. Teacher demonstration is perhaps the best tool for helping students to develop and refine techniques. Students are able to see and to hear the activity being performed; they are then able to work toward a clearly defined goal.

Many good films and filmstrips may be rented or bought from governmental and private agencies or ordered from the Educational Motion Pictures for Virginia Public Schools, Bureau of Teaching Materials, Virginia State Department of Education. Also, most school divisions have their own audio-visual instructional materials library.

For showing the class illustrations found in books, magazines, or newspapers, an opaque projector can be used. Transparencies may be prepared for overhead projectors to show such things as letter styles, footnotes, or business forms.

Wall charts may be displayed for beginning keyboard instruction but are not necessary, as most textbooks provide keyboard illustrations. However, wall charts may prove helpful for students to glance at quickly for key locations and proper finger position while typing.

Blank keyboards should not be used for typing instruction. Open letters are an aid to quick coverage of the reach strokes. Looking at the keyboard for exact key location when making the first few reaches to a new key is better than guessing where it is.

The tape recorder or cassette player may be used in beginning typing. Some textbook publishers provide recordings of introductory lessons; as the material is dictated, the teacher is free to move around the room to help students with problems.

The EDL Skill Builder is a 35-mm filmstrip projector that provides the automatic presentation of typing copy to students at a predetermined, continous, rhythmic pace that is measured in lines per minute. For its use, students should be grouped according to skill levels. The material can then be presented to the groups at speeds above their particular level to encourage more rapid responses.

Rhythm records tend to have little practical application in typing instruction. Research has shown that experts do not type with metronomic rhythm.

Instructional Supplies

All typing classrooms should be equipped with references to accompany the text. The following basic references are suggested: dictionary, typing style manual, and thesaurus.

Typing reference materials should also be provided in the occupational preparation laboratories with specialized materials in each lab. For example, secretarial handbooks should be available in the stenography laboratory.

Teacher's Responsibilities

The teacher is responsible for the orderly arrangement of the desks, chairs, and other equipment to provide an office like atmosphere and

for the care and maintenance of the machines. Specifically, the teacher should

1. assist in changing ribbons.
2. see that maintenance work is done on machines.
3. watch for placement of typewriters on the desks.
4. stress proper correction techniques.
5. insist on proper use of the paper release.
6. teach students to clean the machines.
7. demonstrate detailed care of the typewriter.
8. make sure electric typewriters are turned off and unplugged at the end of the day.
9. make sure machines are covered at the end of the day.

EVALUATION

Measurement

Testing in typing serves two major purposes. One is to diagnose student difficulties so necessary remedial work may be done. The other is to measure progress. A test is not a learning device; it merely serves the purpose of informing the student and the teacher of progress made. It also points out to the teacher where to place instructional emphasis.

Because typing is a skill subject, the most effective testing technique is the timed performance test. Each performance test should correlate with the stated objectives of the instructional unit. Test primarily on the ability to do production typing and grade on both quantity and quality.

Following are the chief requirements of production timed testing according to Leonard J. West:

1. Measurement of quantity as well as quality.
2. The use of unarranged, not prearranged materials and—because of its frequency in real-life tasks—the inclusion of edited copy in longhand or mixed type and longhand.
3. Total absence of any instructions on layout (margins, tab stops, etc.); the student makes all such decisions unaided, and completion time includes decision-making time. Furthermore, since the layout of some tasks (e.g., business letters) varies with length and internal features, tasks of varied length should be included, in random order and devoid of advance information about length (number of words).
4. Representation of other real-life characteristics on a sampling basis: e.g., via such instructions as "Make a carbon copy of Letter 1 and address a small envelope for Letter 1 and a large one for Letter 2."
5. Separate, not composite, scoring for quantity and quality of work, later combined into a single grade.

The crucial requirement is faithful representation of real-life content and conditions, free of the artificialities and crutches of conventional testing that make such testing a weak measure of the proper objectives of instruction and weak predictors of later-life performance.[1]

Straight-copy timed writings should be minimized and scored in gross words a minute with the number of errors noted.

Grading

The basis of any typing grade depends on the grading objectives of a particular school and on the philosophy of the teacher. Grades should consist of two factors: improvement according to ability and attainment of an established goal or objective. Straight-copy proficiency should be given little weight in assessing total typing proficiency. At the end of the first semester, a weight to straight-copy scores of not more than 40 per cent is recommended; at the end of the second semester, the weight should be reduced to 20 per cent. Straight-copy weights of 30 per cent and 10 per cent would be more valid in relation to real-life typing tasks.[2]

---

[1]West, Leonard J., "Principles and Procedures for Testing of Typewriting and Stenographic Proficiency," *Business Education Forum*, Volume 29, February, 1975, p. 31.

[2]*Ibid.*

OFFICE OCCUPATIONS PROGRAMS

A prerequisite for entrance into an office occupation program is the successful completion of a beginning typing course. In office occupation programs, other than for concentrated drills to refine skills, typing is not an isolated instructional unit. Rather, it is integrated with other activities. For example, when learning about invoices, the student will not only figure extensions (utilizing an adding machine or calculator), use the extensions to determine the tax, and find the total but will also type the invoice.

Likewise, a stenography student will take dictation, transcribe notes in acceptable letter or memo form, type an envelope, and present these materials for signature.

PERSONAL TYPING

In many school systems personal typing is taught in the middle or junior high schools; in others, in the high school.

Persons who profit most from personal typing are college-bound students who are reasonably certain that they will not need typing for vocational purposes but want the advantages of being able to type their own school, personal, and business materials. Personal-use typing should be limited to the eleventh- and twelfth-grade students because typing skill should be acquired just prior to the use of the skill. If it is not, the skill diminishes. Eleventh- and twelfth-grade students can most readily master the requirements of the course and know more about their career goals than lower grade students.

Personal-use typing is

1. a one-semester course.
2. touch typing.
3. an accelerated course.

Personal-use typing involves the

1. development of a high degree of speed and accuracy in a relatively short time.
2. use of the typewriter as a writing tool in the application of the typing skill.
3. use of the typewriter for original composition.
4. use of the typewriter for certain personal-business applications.

Personal-use typing is not

1. a watered-down vocational typing course.
2. a watered-down skills and techniques development program.
3. a copying course.
4. a class for "slow" students.
5. a substitute for the first semester of a one-year typing course.

FBLA ACTIVITIES

Future Business Leaders of America activities should be an integral part of every business class. Further, preparation for the FBLA clerk-typist events should be a part of every typing and office occupation preparation class.

Participants in the clerk-typist contests must be able to type a manuscript from rough draft notes, a tabulated report, and letters with special parts. Each letter consists of an original and a carbon copy. Most contestants use electric machines.

The First Day

Before the first day of school, become familiar with the various makes of typewriters in the classroom, the working condition of the typewriters, the room, and the furniture. Textbooks should be available for the first class or the teacher should provide other materials. A stop watch, interval timer, staple remover, stroke counter, and a demonstration stand with typewriter should also be available.

Prior to the first meeting

(a) adjust all machines so that margins are set for a 50-space-line, or other appropriate length.
(b) set all line-space regulators for double-spacing.
(c) set several tabular stops to avoid having carriages slam all the way across in case the students accidentally hit tabulator keys.
(d) set paper release levers in the "tension on" position.
(e) set ribbon position indicators for typewriting on top edge of ribbon.
(f) unlock shift keys.
(g) center carriages.
(h) cover machines.

If tables are of assorted heights, seat students by height. If desks or chairs are adjustable, students may sit where they like but must be shown how to adjust heights. If possible, repeaters or those who can do some typing are seated together. Seat assignments should be permanent except as the teacher finds it necessary to make changes. Use index cards, 5" x 3", to obtain information concerning students. On the class level cards, have students write name, row, and seat number, and any other information needed during the semester (i.e., classification, amount of previous typewriting instruction, where taken, when). From these cards prepare a seating chart.

Briefly define standards and establish "ground rules" for the class—mention grading scale, expected level of achievement by the end of the semester, attendance regulations, regulations concerning late or make-up work, accessibility of typewriters after class, suggested procedure of outside practice (what to practice, how much, when), the kind of behavior expected in the classroom, care of typewriters and equipment, and disposition of extra books, coats, and personal belongings during the class period.

As the Year Progresses

All typewritten work of the problem type should be checked. However, only representative samples need be graded. Teach and drill on problems identical to those that will later be measured. Have students place completed problems at the edge of their desks. Observe finished work and come to the student's desk to check it immediately. Errors should be called to the student's attention while they are still current in the student's mind. Each student is expected to complete the work in a satisfactory manner. Naturally, some students can complete more work than others. However, students are expected to do the same minimum and receive bonus points for work above the minimum.

Time every class activity—even drill. Students will become accustomed to working under time, and tests for measurement purposes will lose some of their cause for tension. Too, by timing exercises and drills, individual differences become more apparent.

Collect, go over carefully, and grade only the exercises that are typed for measurement purposes (administrative grades, indication of progress, and need for remedial work).

Classroom use and teacher time cannot be justified if students are simply told to spend their time typing the assignment. Every activity must be purposeful, must contain specific learning, and must be supervised. Every class period should contain a variety of activities.

After the keyboard has been taught, a typical class period should contain: (a) warm-up (familiar sentences, alphabetic sentences, and/or number drills), (b) technique drill (one specific techique drilled each day), (c) accuracy drills, (d) problem or production typing, (e) speed drills near the end of the hour when the student has reached peak performance

for the day, and (f) a final accuracy drill as the last activity of the day.

Prepare for 5-minute writings by giving frequent one-minute timings. Build these up to two, three, four, and five consecutive one-minute writings. Use this procedure: (a) time the students for one minute for speed; (b) time a second minute, have students exceed the first rate on the same material; (c) mark the point at which the fastest writing ended; (d) begin 5 consecutive one-minute writings; (e) at the end of each minute call, "Return, indent, write!"; (f) ask, "How many reached your marker every time? How many got there four times?" etc.; (g) the same procedure is used with an error goal of not more than one a minute.

A five-minute timed writing on straight-copy material should not be given more than once a week — except possibly during the last week of a grading period, and then not more than once a day.

A particular "lesson" need not be completed or even begun — just because it occurs next in the textbook. The following supplementary activities are suggested for days when time permits: (a) typing on ruled lines, (b) centering on a line that is not centered on the page, (c) justifying right margins and typing in columns, (d) squeezing in letters, (e) spreading letters, (f) spread headings, (g) inserting carbon paper, (h) special symbols or characters not on the keyboard, (i) drawing vertical and horizontal lines by holding a pencil against the card holder, (j) simple art typing.

If a cumulative daily record of student progress is desired, simply pick up some of the daily drill work. Students can compute the gross rate on their fastest minute, mark that writing on the drill paper, and indicate the rate beside it. On drill work accept the student's count. Check some of the work occasionally, however, to see that the student understands how to compute words a minute. Daily drill work should not be used for grading purposes.

TOPIC 1. TO BEGIN THE YEAR (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will gain the "feel" of the typewriter.	1. Demonstrate the rate that students may be expected to achieve by the end of the semester. Students hear what 25 words a minute and 40 words a minute sound like. Demonstrated competency on the part of the teacher will command respect from the student and set an expert pattern for them to imitate. 2. Have students type as soon as possible. a. Desirably, students will type during the first class period, but if the period is a short one, use it for administration purposes only. b. The first attempt to type must be well organized and completely controlled. Purposeless practice is chaotic and not desirable. 3. Before students begin to type have them learn to insert and remove paper from the typewriter.	

Specifically: use the paper table, paper guide, platen, and cylinder knob when inserting paper. use the carriage release and carriage return levers correctly. use the paper release lever to remove the paper.	a. Point out and describe functions of paper table, paper guide, platen, and cylinder knob. b. Demonstrate correct insertion of paper and have students insert paper. c. Point out and demonstrate use of carriage return lever and carriage release lever. Have students practice the use of these levers. d. Point out and describe the function of the paper release lever. Demonstrate correct removal of paper from the typewriter and have students remove papers.	
The student will type selected keys. Specifically: demonstrate the home position. use correct fingering for keys introduced. use correct stroking technique—wrists low, fingers curved.	4. Introduce keyboard and typing of home row keys. a. Show keyboard and home position, demonstrating correct finger and arm position. b. Demonstrate proper stroking and technique—finger is to be snapped back the instant it hits the key with no pause whatever at the end of the down stroke. (A single stroke is a continuous down-up movement, completed at the top of the stroke.) 5. Have students type home keys. Demonstrate reaches to other keys as introduced in the first lesson. Constantly move around the classroom to ascertain that students are using correct techniques and proper fingering but do not over-correct students who make random movements. These movements generally are self-eliminating as skill develops.	Observe use of machine parts and fingering.

TOPIC 2. HOW TO DEVELOP TYPING SKILLS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will develop appropriate typing techniques. Specifically: sit correctly.	1. Discuss and demonstrate good posture. Have student drop arms straight down to sides; without moving elbows, bring hands up until the forearm is slanted at the same angle as the tyepwriter keyboard. If the home row is not under the fingers, the student (or the typewriter) should be moved. Keep front edge of machine even with the front edge of the desk or table.	Observe posture daily.
hold hands correctly.	2. Discuss and demonstrate correct hand position. Hand and forearm form a straight line from elbow to third joint of fingers; wrists are kept flat; fingers are curved as if holding a baseball. Fingernails should not protrude beyond tips of fingers. Hands are held as close to the keyboard as possible without actually touching frame of machine.	Observe hand position daily.
stroke the keys correctly.	3. Demonstrate the incorrect "mash stroke" and the correct "snap stroke." a. Encourage students to develop a slight bounce in the fingers. b. Drill on the alphabet so that all fingers may have the same amount of exercise.	
type rhythmically.	4. Discuss and demonstrate flowing rhythm. Words are written on the letter, syllable, or word level of recognition. As skill increases, words are written on varying combinations of these levels and even on the phrase level. Emphasis is placed upon increasing the number of words, the length of words, and the number of familiar phrases that can be recognized instantly and written with a swift, continuous motion.	
	5. Teach non-home keys in three- and four-stroke patterns (ded, dcd, decd, dced). a. Allow student to look at the keyboard to locate the reach to be made.	

	b. Dictate the three- and four-stroke patterns in a manner resembling the sounds of a train gaining momentum as it pulls away from a station. All keyboard reaches are taught through direct dictation as the teacher circulates through the room to check reaches, hand position, posture, etc.	
	c. Dictate short words using letter patterns.	Observe stroking techniques.
	d. Dictate short words at a gradually increasing speed.	
	NOTE: Demonstrate each reach, each stroke, and each drill. As the student performs, circulate to detect poor habits and techniques.	
	Special drills that may be used as an aid in obtaining fluent rhythm include:	
	repetitive practice of easy sentences.	
	repetitive practice of alphabetic sentences.	
	repetitive practice of balanced-hand words.	

TOPIC 3. INSERTING PAPER

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will learn to insert, straighten, and remove a paper.	1. Furnish each student a standard sheet of letter paper (8½ inches x 11 inches). On the demonstration stand, place the text on the right side of the machine and letter size paper on the left.	
Specifically:	2. Note that the paper is on the left so it can be grasped quickly with the left hand.	
twirl cylinder knob to insert paper.	3. Explain and demonstrate procedure for paper insertion.	
	a. With the left hand pick up the paper and drop it against the paper table, left edge against paper guide.	
	b. With the right hand grasp the right cylinder knob and give one good twirl. Use only the index finger, middle	

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	finger, and thumb of the right hand. The index finger is placed a little in front of the top center approximately a half inch behind it; the thumb is placed near the bottom of the knob. This twirl, when properly executed, will bring the paper into the carriage straight and even with about an inch of it showing above the margin scale. Position the paper bail and return hands to home position.	
Specifically:		
use paper release for paper removal.	4. Have each student insert paper using the above procedure and type one or two sentences. Demonstrate use of the paper release.	
	a. The paper release is on the right side of the carriage and operated by pulling forward or depressing, depending upon the machine.	
	b. If the paper release is depressed, the right index finger is used with the middle finger under the paper release to flip it back into position. If the paper release is pulled forward, the right index finger is used to move it forward and the thumb to snap it back. The right hand operates the paper release lever as the left hand grasps the paper and removes it from the front of the cylinder. After this is done, the right hand snaps the paper release back to position.	
	c. Have each student remove paper by using paper release lever.	
use paper release for straightening paper.	6. Insert and demonstrate straightening of a paper. Explain that the paper release lever is disengaged to release pressure of feeder rollers under the cylinder and the paper bail is lifted. The paper may be straightened with ease by using the paper bail or line scale as a straight edge. The paper is straightened; the paper release lever is returned to writing position. Stress snap motion of the paper release lever.	
	7. Have each student practice inserting, straightening, and removing paper. With each insertion, one or two lines of typed copy should be completed.	Observe insertion, straightening, and removal of paper.

TOPIC 4. OPERATING VARIOUS TYPEWRITER MECHANISMS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will develop control in operating various typewriter mechanisms. Specifically:	1. Introduce the parts of the typewriter as needed:	
throw carriage quickly without breaking rhythm.	a. Carriage return—Drill on the carriage return by having students type easy sentences repeatedly while being timed. Call "Return" before students reach the end of the line to encourage a quick snap of the carriage and an immediate resumption of writing. Also, create opportunities for returning the carriage in the first few weeks of instruction by having students set margins for a 40 or 50 space line.	
shift for upper-case letters without hesitation.	b. Shift-key—Drill by calling "Shift" (hold for about 2 seconds), then "Release." Students perform in unison. Gradually speed up until drill is performed at top speed. Observe that students are shifting with a hinge motion of the little finger, that the remaining fingers stay in writing position, and that they are not shifting and typing with the same hand.	
depress the tabulator key or bar on the manual typewriter; flick it on the electric typewriter.	c. Tabulator—Demonstrate the difference between tabulator operation on manual and electric machines. Drill: Set a tab stop about ten spaces right of center. Begin a short sentence at the tabulator stop and finish it at the left margin; tabulate and repeat.	
depress the margin release by touch.	d. Margin release—Have students set margin stops for a line length shorter than the sentence to be written and type until the carriage locks. They should depress the margin release key quickly without looking away from copy. Teach students to use margin release sparingly; it is more important that students learn to listen for the bell in order to eliminate frequent use of the margin release.	
strike the space bar between words.	e. Space bar—Teach students to think of the space as a part of the word. Drill by having students call aloud the letters of words and "space" at the end of each word.	
position paper guide correctly for various sizes of paper.	f. Paper guide—Demonstrate correct placement of paper guide for different sizes of paper. Have student move paper guide and type on various sizes of paper.	Observe student usage of manipulative parts of typewriter.

TOPIC 4. OPERATING VARIOUS TYPEWRITER MERCHANISMS (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
Specifically: set margin stops.	g. Margin stops—Explain how to figure various line lengths. Demonstrate how to set left and right margins. Have students type sentences using a 50-space line, a 60-space line, and a 70-space line.	Have student locate manipulative parts as you name them.
	2. Insist upon adherence to good techniques from the first day of typing class. It is possible to force most students into rapid stroking rates; it is not possible to force accuracy. Accuracy depends primarily upon good techniques and attitudes—the student must want to be accurate to the extent that he is willing to do something about it. This is a personal problem. The solution hinges upon a combination of teacher ingenuity and student intelligence, willingness, and enthusiasm. Remember that accuracy also depends upon typing at the correct speed. A student cannot be expected to type accurately when forcing for speed.	Written test on parts of typewriter — 100 percent accuracy.

TOPIC 5. FIGURES AND SYMBOLS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will know the proper techniques of typing figures and symbols.	1. Explain the importance of typing figures and symbols accurately. a. Pipe Organ Method 1. The student places left hand on the row of figures with "little" finger on "2" key; the next on "3" key; the middle finger on the "4" key; and the forefinger on the "5" key. The forefinger also controls the "6" key. 2. The student places the right hand on the home row keys for control of the decimal, shift key, and the following figures: 1, 7, 8, 9, 0. The student's forefinger will control the "7" key; the middle finger will control the "8" key; the next finger, the "9" and the "little" finger, "0" and hyphen. Students learn to type figures with	

Specifically:

type figures and symbols by the Pipe Organ Method.

the right hand without using the intervening row of letters.

3. The student types 123456 space 7890 several times.

4. The student types the following exercise as the teacher dictates: 123 space 123 space 456 space 456 space 234 space 234 space 234 space 123 space and so on.

5. The student then types 127 space, 127 space, 457 space 457 space, and other combinations dictated by the teacher until all numbers are introduced.

6. The student types combinations of numbers and symbols as dictated by the teacher until practice has been given on all symbols, such as $10, 25%, #67421, ($61.00), "The Meeting,", etc.

7. The student types short sentences using numbers and symbols.

b. Standard Method

1. The student types numbers in order in which they are introduced in the text.

2. The student types numbers from dictation concurrently with letter fingers, as:

fr4f ki8k fr4f ki8k
f4f k8k f4f k8k
f4 8k 4f 8k
48 kf 8f fkl48l

The student continues to type as above until all numbers have been introduced.

type figures and symbols by the Standard Method.

3. The student practices drills daily to continue skill development.

Drill 1: Type sentences containing numbers and symbols as "Mr. Jones has 563 erasers which cost $142.80 plus 79¢ postage."

TOPIC 5. FIGURES AND SYMBOLS (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	Drill 2: Type from dictation numbers at random: 5, 7, 9, 57, 79, etc. Drill 3: Type a dictated number as many times as possible until another one is called out. Drill 4: Type from 1 to 25 as many times as possible in a given length of time. Drill 5: Type from copy, numbers in columns.	For either the Pipe Organ or the Standard Method of typing figures and symbols, check each student's daily work for figure and symbol accuracy.

TOPIC 6. TEACHING THE USE OF THE TABULATOR MECHANISM

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will develop the ability to use the tabulator mechanism. Specifically: use parts of machine needed for tabulation.	1. Review machine parts: tab bar, tab set key, and tab clear key. 2. Have students practice using the above parts as if indenting for paragraphs (the purpose they already know). Give the following drill to perfect use of machine parts. The drill is presented orally several times, faster each time. Students perform the various machine operations as rapidly as they can. Drill: Clear all tab stops. Set tab stops at 30, 35, 40, 45, 50, 55. Clear tab stops set at 35, 45, 55. Check to see if tab stops remain at 30 ,40, and 50. Clear remaining tab stops in a single operation. Set tab stops 24, 29, 36, 41, and 48. Clear tab stops 24 and 29 in a single operation. Clear tab stop at 41. Check to see if tab stops are now at 36 and 48. Clear all tab stops.	

Specifically: tabulate from one column to another with fluency.	3. Demonstrate and have students: Insert paper with left edge at zero. Clear all tab stops. Set left margin at 38 and tab stop at 59 (elite) or left margin at 30 tab stop at 50 (pica).	
	4. Using a familiar sentence, demonstrate tabulating the words into two columns. For example, Now — is the — time for — all good — men to — come to — the aid — of their — country. (By using easy, familiar sentences, students are led to tabulate after words in the first column and to return the carriage after words in second column. This procedure helps to avoid the typing of one column at a time since the students can keep the context of the material in mind as they tabulate.)	The student should reach quickly the tabulator key with controlling finger; keep other fingers in typing (home-row) position.
	5. Have the students type and tabulate the sentence.	
	6. Give the students several other sentences to tabulate, always providing the location of the margin and tab stops. Have the students set two, three, and more tab stops to provide practice in typing more than two columns.	Use minimum hand and arm motion. Continue typing immediately after tabulating — without pause or interruption.
tabulate correctly without direct assistance.	7. Have the students practice tabulating several columns from easy, familiar sentences without direct assistance.	

TOPIC 7. SIMPLE CENTERING

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will become familiar with horizontal centering procedures. Specifically: demonstrate proper procedures for horizontal centering.	*Horizontal Centering* 1. Discuss with the class the importance of centering for attractive typewritten material. 2. Make certain the class understands meaning of term "horizontal centering." 3. Use overhead and/or bulletin board to show students well arranged papers. 4. Explain that if the left edge of the paper is on "0," 42 (pica) and 50 (elite) will be the center of 8½-inch horizontal paper. 5. Have students prove this by placing a small crease at the center of a paper, then inserting the paper in the machine. 6. Write TREES on the board to use as a centering problem. The class observes as the teacher explains and demonstrates the technique of backspacing once for every two letters, dropping the extra space. TR space, EE space Say each letter and space slowly, backspacing on every second letter. Repeat. The third time the students backspace with the teacher and type the word. 7. Instruct students to center other titles: their names, name of school, and so forth. 8. If any students fail to understand centering by this method, explain centering by counting the number of spaces in the word(s) and dividing by two, and backspacing this number from center. 9. Be sure to include some uneven space lines. Watch as the students type for signals of needed individual help.	

	10. Present a short sentence such as: Joe types well. Again demonstrate the technique of backspacing once for every two letters.	
	11. Remind the students that the final backspace is the left margin.	Have the student center three lines of 4-6 words and 2 lines of short sentences in 5 minutes. Plan the exercise so that the same letter in each line will line up.
	12. Provide other sentences for the students to type and center.	
Specifically: type material requiring horizontal centering.	13. Construct a problem for horizontal centering including words and sentences with a key that can be used by teacher and students to check accuracy of centering method.	
	Margins for Space Lines in Inches 1. Introduce the setting of the left and right margins for lines in terms of inches. Margins have been pre-set in previous lessons. Setting margins for different space lines is easier after the students have learned to center names, titles, etc. The students now are familiar with the centering point.	
	2. Explain a 60-space line: Center —30 +30 + bell cue	
check typewriter and determine the number of spaces the bell rings before the carriage locks.	3. Explain that typewriters differ in mechanical adjustment. The bell will ring at different points on different typewriters, but the carriage will lock at the point where the right margin is set. After the bell rings, there will usually be from 5 to 10 or more spaces before the carriage locks.	
	4. Remind students to take the point at which the bell rings into consideration when setting the right margin. They are responsible for remembering where the bell rings on various typewriters in use.	Have the student type short paragraphs with a 50-, 40-, and 70-space line to evaluate correct margin settings. Material should be designed for specified line spaces to avoid word division problems.
determine correct right and left margins for various materials.	5. Present copy of short material for 50-, 40-, and 70- space lines.	
	Vertical Centering 1. Explain the meaning of vertical centering—the arrangement of material in the center of a page so that top and bottom margins	

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION

are even. Have typewritten examples at hand as well as for the overhead projector and the bulletin board.

2. Work a problem in vertical centering at the board with the class.

   a. Explain the number of vertical spaces on a full page, 8½ x 11, (66) and a half page (33) spaces.

   b. Explain counting lines.

   NOTE TO TEACHER: A duplicated page with lines counted and/or an overhead is a good way to do this. Thirteen lines typed double spaced on a half page provides a good example.

   33 spaces available
   -13 lines of type and spacing

   20 lines to be distributed top and bottom

   20 - 2 = 10 Begin on line 11.

3. Present a problem involving both single and double spacing. Diagram the problem on the board—drawing lines to represent typewritten lines. This could be better explained with real problems or on an overhead.

   Number lines and spaces as follows:

   XXXXXX 1
   XXXXXX 2
   3
   XXXXXX 4
   XXXXXX 5
   6
   XXXXXX 7
   XXXXXX 8

   Illustrate that each typewritten line and each blank line represents one line.

Specifically: demonstrate proper procedures for vertical centering. type material requiring both vertical and horizontal centering.	4. Assign problems from the text involving single and double spacing. Observe students as they complete the problems to be sure they understand vertical centering. 5. Construct a short announcement to be typed on a half sheet.	Have student type the announcement centered vertically and horizontally.

TOPIC 8. WORD-DIVISION AS APPLIED TO TYPING

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to correctly divide words. Specifically: use a dictionary to correct word-division errors. apply word-division rules when typing.	1. Discuss guides for word-division. The following are considered absolute rules. a. Do not divide a word pronounced as one syllable, a contraction, or an abbreviation. b. Divide only between whole syllables. If uncertain where a syllable ends, check in a dictionary. c. Leave on the upper line a syllable of at least 2 letters and carry to the next line a syllable of at least 3 letters or 2 letters and a punctuation mark. 2. The following are considered preferential rules and when space allows suggest alternative choices. a. Divide compounds at their point of joining. b. If two accented vowels occur together, divide between them. c. If a one-letter syllable occurs in the middle of a root word, divide after it. d. Avoid breaking compound prefixes and suffixes. e. Avoid dividing after more than two consecutive lines, the end of the first and last line of a paragraph on a page, and a name or proper noun.	

TOPIC 8. WORD-DIVISION AS APPLIED TO TYPING (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	3. Discuss procedure for typing a hyphen at the end of the line to indicate the division. Type the rest of the word on the succeeding line.	
	4. Give the students a drill consisting of 30 words, to be centered in two columns, with one column representing the full word and the second column representing correct, preferred word-division.	
	5. Type copy that requires division of words.	100 percent accuracy in word division.

TOPIC 9. SPEED DEVELOPMENT

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will increase typing speed. Specifically: use various drills intended to increase speed. concentrate on speed development at appropriate stages of typing skill development.	1. Speed development should be stressed continuously throughout typing skill development. The student is capable of striking a single typewriter key as rapidly the first time as the student will ever be able to strike it. Teach stroking that way—by the expert's pattern. If the student types with hesitation, it is between completed strokes, not at the end of a down stroke. In the beginning slowness results from a prolonged lag between strokes. Cutting down on that lag between strokes is the essence of speed building. A student learns to automatize first on the letter level, then progresses to letter combinations; and then to frequently used words and phrases. An important technique for developing fast and fluent typing is to use very easy material gradually increased in difficulty. A variety of easy materials should be used, not the same easy materials again and again. Demonstrate and explain how to drill for speed. A goal is always established for each writing. A student must never type a drill unless there is a definite purpose for typing it.	

2. Following are drills that can be used to build speed.

   a. Repetitive practice of memorized sentences (very easy ones).

   b. Extensive practice of common contextual material. Build speed on easy material (1.00 to 1.25 syllable intensity) and time the speed drills. Keep the drills short. Most of them are quarter-minute, half-minute, or one-minute writings.

   c. Type common words or phrases from direct dictation.

      Call words loudly in an urgent tone of voice.

      Move about in the center of the room; calling each word several times.

      Face a different direction with each call in order that everyone can hear.

      Urge students to type the word as many times as possible until the next word is called.

      Provide copy (textbook or duplicated material) for these drills and have students look at the word that is being dictated.

   d. Use drills aimed at increasing fluency of typing numbers. For example:

      did 333 kid 888 eke 338 die 883 ice 383 fee 483 bet 738 keg 856

      Dictate: 2, 2, 2; 3, 3, 3; 33, 32; 4, 4, 4; 44, 43, 42; 5, 5, 5; 55, 54, 53, 52, etc.

      Use sentences loaded with different number combinations.

3. Administer timed drills that are for teaching purposes, not for measurement. Use the following procedure:

   a. Give several quarter-minute timings at forced rate.

   b. Have the student identify the greatest number of words typed at any one time.

   c. The student's aim is to double that number and set a half-minute goal.

TOPIC 9. SPEED DEVELOPMENT (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	d. Repeat procedure. e. Have the student double the greatest number again, and set one-minute goals. NOTE: Most timed writings should be for one minute or less in length, gradually working into two- and three-minute writings. Five-minute writings are given sparingly (only for measurement). Timed writings of more than 5 minutes' length are not recommended. Speed drills are most profitably given after a short warm-up and after new keys, if any, are introduced. A class is never dismissed immediately after a frantic push for speed, thus permitting students to take away with them wild, chaotic patterns of responses. A short drill for control should be used at the end of speed forcing drills. Never push for speed and then measure for accuracy in the same class period. For additional suggestions, please refer to: West, Leonard J. *Acquisition of Typewriting Skills*, New York: Pitman Publishing Co., 1969.	Observe student as speed drills are typed. Check for speed improvement on timed writings.

TOPIC 10. ACCURACY DEVELOPMENT

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will reduce errors.	1. Accuracy is not stressed in the early weeks of typewriting and not until the average student has reached about 20 to 25 gross words per minute on a 3-minute timing. At no time should perfect copy be requested when timing straight copy. Perfect copy will be obtained only from those	

who are reasonably accurate anyway and at the expense of speed development. Perfect copy is seldom obtained from those who tend to be inaccurate and perfect copy requirements only tend to discourage and frustrate inaccurate students further.

Perhaps the easiest way to get accuracy without sacrificing speed is to use appropriate methods and materials when introducing the keyboard. If the teacher will help the student to build good stroking skills and self confidence, accuracy will follow.

Specifically:

use various drills intended to improve accuracy.

concentrate on accuracy development at appropriate stages of typing skill development.

2. Following are drills that can be used to improve accuracy.

   a. Concentration Drills:

      Call-the-throw drills,

      Sentences with capital letters and materials requiring frequent word division,

      Short sentences and columnar typing, and

      Immediate error correction.

   b. Alphabetic Drills—Extensive practice of the alphabet, alphabetic sentences, and alphabetic paragraphs insures practice of all letters.

   c. Control Drills (sentences emphasizing one or more letters)—These are selected for individual practice by analyzing the frequency of occurrence of given errors.

   d. Reduction of speed to obtain accuracy—Ordinarily a 2-word reduction from the forced rate is adequate. The student types at a forced rate for one minute and then reduces the forced rate by 2 words. The new rate is divided by 4, and quarter-minute goals are marked on the copy. Guide the student to the reduced rate by calling the time at the end of each quarter minute. The student may adjust the typing rate to meet the new requirement.

   e. Preread Copy—Instruct each student to silently read the copy to be typed preceding the typing of it.

   f. Reading copy too far ahead results in transposing, misspelling, or omitting material. Encourage students to spell

TOPIC 10. ACCURACY DEVELOPMENT (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	aloud as they type. Emphasize the need for not looking away from the copy as it is typed. If a student must look at the paper in the machine to see what has been typed (and this happens on occasion), teach the student to turn the eyes without moving the head. If the head does not move (assuming the student is sitting comfortably in the first place), then the eyes will return to the exact spot they left in the copy being typed. For additional suggestions, please refer to: West, Leonard J., *Acquisition of Typewriting Skills*, New York: Pitman Publishing Co., 1969.	Observe student as accuracy drills are typed. Check for accuracy improvements on timed writings.

TOPIC 11. HOW TO ARRANGE AND TYPE TABULATED MATERIAL

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to complete tabulation problems. Specifically: center two columns of material using the spell-and-backspace method.	1. Review machine parts: tab bar, tab set key, tab clear key, and backspace key. 2. Select a two-column table with a main heading. See Illustration No. 1. (The students already understand vertical centering and reading position.) *Illustration No. 1* TYPE THE TABLES Type tables line by line just the way you are reading this. 3. Explain the problem: Arrange tabulated material in an attractive, readable form. To have columns evenly spaced, decide what spacing is necessary between the columns. Always	

estimate an even number of spaces (4, 6, 8, etc.) to be left blank between columns. Leave more spaces between unrelated columns than between pairs of related columns.	
4. Demonstrate the spell-and-backspace method by having the students do the following: a. Insert and center a scrap sheet of paper in the typewriter. b. Clear margins and tab stops. c. Decide on an even number of spaces to be left blank between columns. (Some text problems give number of spaces to leave.) d. Center the typewriter carriage. e. Select the key line (longest entry in each column plus the blank spaces between each column). f. Spell and backspace one for each two spaces in the key line. g. Set the left margin stop where you stop backspacing. This is where the first column will start. h. Type on scrap paper the longest line in column one and space the number between the column. Set a tab stop for the second column. i. Return the carriage and operate the tab bar or key to determine whether or not the tab stops have been set. j. Review exact vertical placement and centering of title in Illustration No. 1.	
5. Have the students insert ½ sheet of paper and type illustration No. 1 without assistance.	Evaluate completed table for placement and accuracy.
6. Assign a second table having three columns, a title, and blocked columnar headings. Students determine exact vertical centering.	
7. Explain two methods for centering columnar headings:	

TOPIC 11. HOW TO ARRANGE AND TYPE TABULATED MATERIAL (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
Specifically:	a. Forwardspace-Backspace Method	
center columnar headings using the forwardspace-backspace method.	Set the carriage at the point the column is to begin. Space forward once for each two spaces in the longest line in the column. Backspace once for each two spaces in the columnar heading (ignoring any extra letters). Type the heading which will be centered over the column.	
center columnar headings using the mathematical method.	b. Mathematical Method Note the number on the scale under the first letter, figure, or symbol of the longest line of the column. Add the number under the space following the last stroke of the line. Divide this sum by 2. The results will be the center point of the column. Locate this point on the scale. Backspace once for each two spaces to center the heading. Center and type the heading.	
	NOTE: If a columnar heading is longer than the longest line in the column, treat it as the longest line in determining placement. Center the longest columnar line under the heading, and set tab stop accordingly.	
	8. Assign a three-column table containing columnar headings to be centered by either the forwardspace-backspace method or the mathematical method.	Evaluate completed table for placement and accuracy.
complete a tabulation problem using the mathematical method.	9. Explain what is meant by the mathematical tabulation method. Calculations may be worked out with chalkboard diagrams.	

10. Demonstrate the mathematical method as follows: a. Count the strokes in the longest item in each column. Reminder: the heading may be the longest item. b. Add the stroke totals. c. Determine the number of spaces to be left between columns. d. Add the total spaces between columns to the total strokes in the longest item in the columns (total found in 6). e. Subtract this sum from the horizontal spaces available (on standard-size paper, 85 pica or 102 elite spaces.) f. Divide the remainder by 2 to find the left margin (ignore any fraction). g. Set the left margin. h. Add the number of spaces in the left margin to the sum of spaces required for the first column and the number of spaces between the first and second columns. This will be the first tab stop. i. Set the first tap stop. j. Add to the first tab stop the sum of spaces required for the second column and the spaces between the second and third columns. k. Set the second tab stop. l. Review steps completed.	
11. Assign a tabulation problem for the students to complete by the mathematical method.	Evaluate completed table for placement and accuracy.
12. Explain some variations in tabulation styles. a. Open—Column heads are underscored and centered over columns with no other lines used. b. Ruled—Horizontal lines of underscores can be used above and below the column heads and at the bottom of the table. c. Boxed—Ruled table with vertical lines between columns. d. Leader—Periods may be typed to guide eyes from first to second column. This style is usually combined with open style headings but may be used with any style heading.	
14. Assign tabulations to be typed in the various styles.	Production timed — all errors neatly corrected.

TOPIC 12. CORRECTING TECHNIQUES

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will develop the ability to correct errors. Specifically: erase errors neatly.	1. Demonstrate techniques for use of erasers to correct errors. a. Move the carriage to the right or left to prevent eraser dust from falling into typewriter; if an element machine is used, move the element unit to allow for erasing. b. Roll the paper up so that the erasure can be made easily or, if the error is near the bottom of the paper, turn the cylinder backward so the paper will not slip. c. Use a circular motion and gently erase error. Brush or blow away the dust. d. Return paper to typing position and type the correction.	
apply correction fluid appropriately.	2. Demonstrate use of correction fluid. a. Roll paper up or back as necessary. b. Apply sparingly by a touching action. Blow for instant dry. c. Type correction.	
use correction tape appropriately.	3. Demonstrate use of correction tape. a. Backspace so printing point is at beginning of error. b. Insert strip, printed side up, and strike over error. c. Remove strip, backspace, and type correction.	
squeeze letters to correct errors.	4. Demonstrate squeezing an extra letter. Note: The method used will depend on the type of machine. a. Element typewriter: use fingertips to push the element carrier to the left a half space. Hold this position while striking key. b. Other electric typewriters: use half-space key for squeezing an extra letter. c. Manual typewriters: depress backspacer a half space while striking key or hold space bar down while striking key.	

Specifically: spread letters to correct errors.	5. Demonstrate spreading an extra letter. Note: The method used will depend on the type of machine. a. Control carriage as you did in squeezing. b. Strike the correct letter holding the appropriate machine part for each letter in the word.	Production timed — all errors corrected.

TOPIC 13. COMPOSING AT THE TYPEWRITER

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will learn to compose at the typewriter. Specifically: answer questions by typing complete statements.	1. Briefly discuss the use of the typewriter for recording ideas quickly. Note individuals who compose at the typewriter, such as authors, newspaper reporters, journalists; as well as the secretary who answers letters. Mention advantages of using the typewriter for composition—economy of time, energy, and paper.	
	2. Ask questions and have students type answers. a. One-word answers b. Complete statements	Evaluate grammatical construction of complete statements typed in answer to questions.
type a three- or four-line summary of a handwritten paragraph, emphasizing content.	3. Have students read a handwritten paragraph, and compose at the typewriter a three- or four-line summary, using the "x-ing out" method of correcting errors.	
	4. Read over the three- or four-line summaries composed at the typewriter. Make suggestions for improvement of content.	
apply spelling, punctuation, capitalization, and word division rules while composing at the typewriter.	5. Review capitalization, punctuation, spelling, and word division rules, and study the application of each rule.	Grade final copy of summary of handwritten paragraph for content and form.
	6. Have students type a final copy of the handwritten paragraph summary with emphasis on content, form, spelling, punctuation, capitalization, and word division.	
compose a letter at the typewriter.	7. Have students compose a personal business letter, such as an inquiry or order. A rough draft may be prepared first.	Grade final copy of personal business letter for content and form.

TOPIC 14. PROOFREADING AND ROUGH DRAFTS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will learn to proofread effectively. Specifically: comprehend responsibility for proofreading work. demonstrate ability to read proofreader's marks.	1. Explain that proofreading is a basic skill that is especially important in typing. a. Have students type a short paragraph from the textbook. b. Read the paragraph orally emphasizing each word (the way a typed paper should be read) as the student reads from the copy in the machine, line by line placing each line just above the paper bail. c. Indicate capital letters, indentions, punctuation marks, etc. and have the student circle all errors. d. Have students retype the paragraph in corrected form. 2. Introduce the use of proofreader's marks. a. Write the proofreader's marks on the chalkboard or use an overheading transparency. b. Explain the meaning of each proofreader's mark.	*Two Methods of Evaluation:* A. Students should be responsible for proofreading their own work. At the beginning of each week each student is assigned a proofreading score of 100. For each error missed in proofreading a deduction of from 2-5 points is made. The final proofreading score on each Friday may be recorded and used as a basis for evaluating proofreading competency. B. A rotating proofreading committee may be charged with the responsibility of rechecking each class member's work. Bonus points should be given to individual committee members for finding additional errors on papers and penalty points deducted for errors overlooked. Spot check the work of the proofreading committee and encourage the use of proofreader's marks.
The student will learn to type copy from rough draft. Specifically: read rough drafts. type from rough draft at 40-60 percent of straight copy rate.	3. Have available rough draft material and read with students one or two sentences. Allow students to ask questions about remaining sentences. Another method is to read one or two sentences of rough draft while students follow in the text. Have a designated student read aloud remainder of rough draft while classmates follow. 4. Have students type rough draft once; then proofread and mark corrections, using proofreader's marks. They should then: a. retype exercise. b. use the same procedure for two or more exercises. c. type from rough draft, attempting to gain in production and time.	

correct copy using proofreader's marks and retype. type copy containing proofreader's marks made by others.	5. Encourage students to use proofreader's marks when correcting copy. 6. Have students exchange timed writings corrected with proofreader's marks and type from exchanged writings.	Check use of proofreader's marks and indicate to students misinterpretations of the marks. Check accuracy in use of proofreader's marks.

TOPIC 15. TYPING FROM HANDWRITTEN COPY

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will develop speed and accuracy in typing from handwritten copy. Specifically: read handwritten copy.	1. Introduce the need for the skill of reading handwritten material before beginning to type it. 2. Give pointers for typing from handwritten copy: a. Read so that the eyes will focus correctly on each word. b. Have a long enough eye span to get the gist of the entire sentence. c. Where there is an illegible word, read to end of the sentence, as the meaning of the sentence may give a clue to the word. d. Notice characteristics of handwriting and compare the letters of the illegible word with others that are readable. e. If only the first two or three letters can be deciphered, try to locate the word in a dictionary or some other reference. f. Correct grammar, spelling, and punctuation. g. Strive for exact copy with good speed. h. Thoroughness and good judgment are needed for successful performance. i. Proofread before removing from typewriter.	

TOPIC 15. TYPING FROM HANDWRITTEN COPY (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
Specifically: type material from handwritten copy.	3. Have students type for three minutes from printed copy. Proofread and figure gross words a minute and number of errors.	
	4. Have each student write the material that has just been typed. Urge students to write as rapidly as possible.	
proofread material typed from handwritten copy.	5. Ask students to exchange papers and read handwritten copy.	
	6. Time students for three minutes as they type from handwritten copy.	
	7. Have students proofread and figure gross words a minute and number of errors.	Both teacher and student will compare gross words a minute and number of errors on material typed from printed copy and from handwritten copy.
	8. Compare gross words a minute and number of errors on material typed from handwritten copy with that typed from printed copy.	
	9. Before removing paper from typewriter, have another student read typed copy as typist reads orally from handwritten copy.	Teacher checks copies and makes comments.

TOPIC 16. TYPING ON U. S. POSTAL CARDS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will learn to address and type messages on U. S. postal cards accurately and quickly. Specifically: address postal cards correctly.	1. Explain use of postal cards. Illustrate or show on transparency typed postal cards.	
	2. Demonstrate each step in addressing postal cards, having students perform each step. Place address 2 inches from top and 2 inches from left, single space. Encourage students to place address by judgment.	

3. Explain and demonstrate desk arrangement for addressing postal cards in quantity.

4. Explain and demonstrate inserting, addressing, and removing postal cards when addressing in quantity.

   a. *Back Feed* — Feed cards into the machine from behind the cylinder.

      Insert first card to typing position; place a second card behind the cylinder in the "feed" position.

      Type first card; then roll it toward you until a half inch shows above the alignment scale.

      Insert next card from the back, placing it between the first card and the platen.

      Turn the cylinder forward to remove the first card and to position the second one. Continue the "chain" by feeding all cards from the back of the platen.

   b. *Front Feed* — Feed cards into machine from in front of the platen or cylinder.

      Stack cards, face down, on left side of typewriter.

      Type first card; then roll away from you until a half inch shows above the alignment scale.

      Insert next card from the front, placing it between first card and platen.

      Turn the cylinder back to remove the first card and to position the second one. Continue the "chain" by feeding all cards from the front of the platen.

5. Give students five postal cards and a mailing list, and instruct them to address them, following the procedure demonstrated by the teacher. Students can prepare postal cards as follows:

   Fold regular 8½ x 11 typing paper from bottom to top and insert long edge against paper guide so that top of paper is 5½ inches across. Come down 19 single spaces and draw dividing line; come down another 19 lines and draw another

Observe procedure being used in addressing postal cards in quantity.

TOPIC 16. TYPING ON U. S. POSTAL CARDS (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	dividing line. This gives two 5½ x 3¼ forms on each half page.	
Specifically: place typed messages on postal cards.	6. Demonstrate typing a message on a postal card and have the students follow the same procedure. a. Use a message of approximately 50 words. b. Use a 48-space writing line or leave 5-space side margins. c. Compute vertical placement of the message as follows: Return address & date ..... 2-3 lines Space between date and salutation ..... 1 line Between saluation & message ..... 1 line Between paragraphs ..... 1 line Message ..... 8 lines Between body & signature ..... 1 line TOTAL LINES 15-16 lines 19 writing lines - 15 = 4 Start typing on second line from top. d. Insert card and type message starting on appropriate line.	
	7. Demonstrate method of reversing the card after addressing it and typing the message. Have students practice this procedure on five postal cards.	
	8. Have each student type two postal cards.	Production timed — all errors corrected.

TOPIC 17. TYPING LETTERS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will become proficient in typing personal letters.	*Personal Letters* 1. Introduce new skills and knowledges needed to typewrite personal letters. Letter placement Spacing between parts of letter Letter form (Modified Block) Punctuation (Open) a. Explain that the modified block form will be used and illustrate on the blackboard or with overhead. (Modified block form with no indention for paragraphs; open punctuation is recommended. In a personal letter to a friend, the return address, inside address, and signature lines will be omitted.) b. Show a sample of the short letter that the students are to type and have them check the letter placement and spacing between parts. c. Verify the placement while introducing the letter placement chart provided in the text. (For a short letter, about 60 words, place the date on line 20 from the top of the page and the saluation ten lines below the date. A 2-inch margin on each side and single spacing are used. Set tabulator stops for the date and complimentary close at center.)	
Specifically: adjust machine for typing a personal letter. type a personal letter.	d. Have students set the margin stops, tabulator stops, the line space regulator, and make any other needed adjustments. e. Have students type personal letters as time allows. f. When the students have gained sufficient experience in typing personal letters, they will be interested in determining how closely their letter-writing speed approaches their straight copy rate. g. Have students practice using judgment placement on different length letters.	Check the students work to make sure each understands the form and the placement of personal letters.

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	h. Explain that the letter form itself cuts down speed and students should practice setting up the steps required for the typing of a letter.	Production timed — errors corrected or recorded separately from speed.
Specifically:	*Simple Business Letters*	
the student will develop the ability to type a simple business letter.	1. Introduce new skills and knowledges needed to type simple business letters. Return address Inside address Signature	
	a. Show the class a model letter on the chalkboard or with overhead to indicate placement and form.	
	b. Have students suggest proper placement for letters and use judgment placement as soon as possible.	
	NOTE: The students should be introduced to the letter placement chart provided in the text as a first step in developing judgment placement ability.	
	c. Verify the placement according to the chart and discuss how to type the various parts of the letter.	
adjust machine for typing a simple business letter.	d. Have students type letters on 8½ inch by 11 inch paper.	Check the students work to be sure each understands the form and placement of simple business letters.
	e. Later, explain how to judge when a letter should be retyped.	
complete acceptable short business letters.	f. After the students have had practice in typing business letters, time letters for production speed.	Production timed — errors corrected or recorded separately from speed.

TOPIC 18. ENVELOPES

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	Addressing Envelopes	
The student will learn to address envelopes.	1. Have each student obtain 10 envelopes (use workbook, cut slips of paper, or actual envelopes). Five No. 6¾, and five No. 10.	
	2. Have students place unaddressed envelopes face up on front left side of the typewriter (small envelopes on top) and place names and addresses to be typed on right side of the typewriter.	
	3. Demonstrate inserting an envelope into the machine. Hold envelope in left hand and insert. Turn cylinder with right hand.	
Specifically:		
insert envelopes into machine correctly.	4. Have students insert envelopes as the teacher continues to demonstrate.	
remove envelopes from the machine correctly.	5. Demonstrate how to remove envelopes by pulling forward the paper release lever with the right hand, removing the envelope with the left hand. Simultaneously, snap the paper release lever back in place. Place the envelope over the top of the material to be mailed if it is available.	
	6. Have students practice inserting and removing several blank envelopes.	Check to see that each student is inserting and removing envelopes properly.
	7. Prepare a chalkboard or overhead display of envelopes with correct address positions shown.	
	a. Return Address—if not printed, begins on line 3, single-spaced, blocked, ½ inch from the left edge. The "Mrs." title may be used, but "Miss" and "Mr." are not.	
	b. On-Arrival Directions—such as "Please Forward", "Confidential", and "Attention Sales Manager" are typed on line 9 in capital letters, underscored, ½ inch from the left edge.	

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	c. Addressee's name and address—on a small envelope begin on line 12, two inches from left edge; and on a large envelope on line 14, four inches from left edge. Use single spacing and blocked arrangement. City, state and Zip must be on same line. Space once between state abbreviation and Zip Code. State name may be spelled out or abbreviated; however, the postal service prefers the new two-letter abbreviations. In a foreign address, indicate postal zone (if known) after city, and type the country name in all caps on a separate line.	
	d. Sight judgment can be used. Have students imagine that the envelope is divided into four rectangular parts. VERTICALLY, the address should go in the lower half of the envelope. HORIZONTALLY, the address should begin at about the center of the envelope (not the center of the typewriter). The student should visually spot or estimate the approximate horizontal center of the envelope; it is not necessary to measure or count. If the address is unusually long or unusually short, the address may be started a little farther to the right or to the left than would ordinarily be the case.	
	e. Special Mail Service—typed on line 9 or 10, positioned to end about 1 or ½ inch from the right edge.	
	f. Stamp—placed about ½ inch from top and right edges of the envelopes.	
Specifically: address envelopes correctly.	8. With the illustration in view for the students to use as a reference, have them complete the addresses on the ten envelopes provided.	Collect envelopes, check to see that typed information is correct and has been correctly placed.
	Chain-Feeding Envelopes	
The student will become familiar with chain-feeding envelopes.	1. Inform students that in many organizations there is need for addressing hundreds of envelopes. To save time in removing and inserting the envelopes, they are chain-fed. One envelope	

is inserted into the typewriter as another is removed with only one twirl of the cylinder knob. Alternate hand movements are quicker than successive movement of one hand. Simultaneous movement of both hands is still faster.

Stress that production rates may more nearly equal straight-copy rates when all movements are automatized in addressing envelopes. Laboratory tests show the speed of addressing envelopes is about one-half that of straight-copy speed. Some organizations require a production speed of 2½ envelopes per minute.

2. Have students practice typing names and addresses to be used on the envelopes as straight-copy material. Time the practice speed for later comparison with the production rate of typing envelopes.

3. Have students place unaddressed envelopes face up on the front left side of the typewriter and place the names and addresses to be typed on the right side of the typewriter.

4. Demonstrate and explain procedures for chain-feeding envelopes.

   a. Insert the first envelope into the typewriter until the top edge is even with the alignment scale.

   b. Place the second envelope into the machine and into position for insertion between the cylinder and the first envelope.

   c. Twirl first envelope into position for writing the address.

   d. After addressing first envelope, place third envelope in position for insertion.

   e. Hold the first envelope with the left hand, twirl the cylinder with the right hand to remove it.

   f. The second envelope will be in position for typing and the third envelope partially inserted.

   g. Address the second envelope and insert a fourth envelope, removing the second one.

   h. Repeat the process with each succeeding envelope.

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	i. Place the addressed envelopes face down in back of the envelopes to be addressed. This keeps the envelopes in the same order as the names on the mailing lists and makes checking easier.	
Specifically: chain-feed envelopes as a faster method of addressing envelopes in quantity.	5. Have students practice chain-feeding and addressing envelopes.	Production time the typing of chain-fed envelopes — errors corrected or graded separately.
	Addressing Envelopes from Mailing Lists or Index Cards	
The student will handle mailing lists or cards efficiently. Specifically: handle mailing lists efficiently. handle index cards (for mailing lists) efficiently.	1. Explain and demonstrate techniques for handling a mailing list. a. Use a straightedge to keep the correct place when typing from a list or directory. b. Stagger index cards toward the typist so the cards can be easily picked up and flipped over into correct order after copying the addresses.	
	2. Have students type envelopes from a mailing list and recheck the envelopes against the mailing list for correctness and omissions.	Check that each student is using proper techniques for handling mailing lists and index cards.
	3. Have students practice using index cards as a source of names and addresses for typing envelopes.	
The student will develop the ability to stuff and prepare envelopes for mailing.	*Stuffing and Preparing Envelopes for Mailing*	
	1. Prepare an exhibit to illustrate folding a letter at each step of the process.	
	2. Each student has available two letters and one No. 6¾ and one No. 10 envelope previously typed. These items are placed face up on the student's desk. Have student proofread and compare addresses on letters and envelopes.	

	3. Demonstrate how to fold the letter for the No. 6¾ envelope: a. Bring bottom up to ½ inch from the top. b. Fold right-hand third toward left. c. Fold left-hand third toward right. d. Insert into envelope, last crease first.	
Specifically: fold and insert a letter for No. 6¾ envelope.	4. Have each student fold letter and insert as step by step procedure is demonstrated. If additional practice is needed, letter is removed and refolded and reinserted.	Observe to see that student has folded and inserted letter correctly into a No. 6¾ envelope.
	5. Demonstrate and explain how to fold the letter for a No. 10 envelope. a. Fold up the bottom third of the paper. b. Fold the top third over the bottom third. c. Insert in envelope—the last crease first.	
fold and insert a letter for a No. 10 envelope.	6. Have each student fold letter and insert as step by step procedure is demonstrated. Remind students to check address and to fold neatly and sharply. If additional practice is needed, letter is removed and refolded and reinserted.	Observe to see that student has folded and inserted letter correctly into a No. 10 envelope.
	7. After letters in previous steps have been inserted satisfactorily, all envelopes are collected and used as material for teaching multiple envelope sealing. Warn students not to lick envelopes for sealing.	
	8. If no manufactured envelope moistener is available, envelopes are placed address side down, flaps up in such a way that only the gummed surfaces of the flaps are exposed. Moisten the gummed surfaces with a dampened sponge. Seal separately each flap. If excess moisture appears after sealing, place envelope flap side down against an absorbent cloth or blotter. If a commercial envelope moistener is available, arrange envelopes as recommended above, except use address side up. Moisten the flap from right to left and seal. Repeat for each envelope separately.	

TOPIC 18. ENVELOPES (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	9. Students take turns sealing several envelopes from those assembled.	Check to see that each student seals envelopes correctly.
	10. Multiple stamping can be demonstrated at this time. (If the letters that have been sealed are to be mailed, real stamps can be used. If the letters are not to be mailed, then unused Christmas, Easter, or similar seals can be used.) The envelopes should be stacked address side facing typist. A horizontal strip of ten stamps or less is separated from the stamp set. Hold the stamps in the right hand with picture facing typist. Begin with the first stamp on the left hand side, moisten stamps with letter moistener (do not lick) and affix to envelope with right thumb and tear stamp from the strip. With the left hand remove top envelope and blot off excess moisture if necessary.	
Specifically:		
stamp envelopes	11. Arrange materials so that student may affix stamps to several envelopes.	
	Preparing Window Envelopes for Mailing	
	1. Display various types of window envelopes. Explain when and why they are used.	
	2. Demonstrate the folding and insertion of materials for window envelopes.	
fold and insert material into window envelope.	3. Have students practice folding and inserting material into window envelope.	Check to see that student folds material and inserts it properly into window envelope.

TOPIC 19. MAKING CARBON COPIES

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will develop the ability to make carbon copies.	1. Show a sheet of carbon paper and explain how it is used. Explain that the shiny side is placed next to the carbon copy sheet.	
Specifically:		
use carbon paper correctly.	2. Distribute carbon paper to each student and stress care in handling so that it will not smudge on the carbon copy and so that the fingers stay clean.	
	3. Have students arrange typing books, letterhead paper, carbon paper, and carbon copy sheets on their desks. Explain that letterheads are not used for carbon copies, but rather a plain sheet of paper, perhaps of another color and different quality is used. (Since office supplies are expensive, the teacher can emphasize the importance of being economical and not wasting supplies.)	
arrange a one-copy carbon pack and insert it correctly into the typewriter.	4. Demonstrate how to arrange the carbon pack and insert it into the machine. a. Suggest that the paper bail rolls be placed so as to divide the paper into thirds and that the cardholders be depressed to avoid smudging. b. Pick up the sheet on which the carbon copy will appear. c. Place the carbon paper with the glossy side against the carbon copy sheet. d. Place the letterhead on top of the carbon paper. The back of the letterhead will be against the carbon paper. e. Place the paper into the machine so that the letterhead is in typing position. Check to see that the carbon paper is inserted correctly. f. Have students insert a one-copy carbon pack.	Check to see that each student has arranged and inserted the carbon pack correctly.

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	5. Alternate Methods a. Insert letterhead and carbon copy paper into the machine just far enough to hold it. The letterhead will be the original copy when typing. Insert the carbon paper between the two sheets, having the glossy side of the carbon paper next to the carbon copy paper. Twirl the entire pack to typing position. After demonstrating, have students insert their papers. Observe and help any student having difficulty.	
Specifically: insert a multiple carbon pack into the typewriter.	b. To insert multiple carbons more easily, the following methods will prove helpful. (1) Insert a blank sheet of paper in the machine and roll around the platen. Leave against the paper table at back about an inch of the sheet extending upward. Insert the multiple carbon pack between the extended end and the platen. Roll the carbon pack to position and allow the extended end of the paper around the platen to fall back against the platen out of the way. Begin typing.	
	(2) An envelope or a plain strip of paper folded over the top edge of the carbon pack will hold the sheets even at the top as they are inserted into the machine.	Observe to see that the student is inserting the materials correctly as described in the two alternate methods for multiple carbon packs.
	Have students practice inserting carbon packs by these alternate methods.	
erase and correct errors on carbon copies.	6. Have students watch as the teacher demonstrates the following steps for correcting errors on carbon copies. a. Turn the pack so that the error will be at the top of the cylinder. b. For standard machine, move carriage far to left or right (use margin release) to make eraser grit fall outside the typewriter. c. For an element machine, move the element to the left or right to keep eraser grit from falling into the element.	

	d. Using a stiff card, place the card under the sheet of paper on which you will erase. This will keep smudges from showing on copies below. Continue moving the card back and erasing until all copies have been corrected. e. A soft (pencil) eraser is recommended for erasing errors on carbon copies. f. If you find an error after removing the pack, the original and carbon copies must be erased, reinserted, and corrected one at a time. Therefore, always proofread work before taking it out of the machine.	
Specifically:		
demonstrate ability to type a letter with carbon copy.	7. Have each student type a letter making a carbon copy and correcting errors.	
separate the carbon sheets from the pack.	8. Discuss removal of carbon from the pack. Stress the need for careful removal of papers from the machine with the use of the paper release. a. The carbon paper may be removed easily if it is longer than the letterhead and has the upper left-hand corner clipped. Grasp the letterhead and carbon copies with the thumb and forefinger of the left hand at the place where the carbon paper is clipped. With the right hand grasp the extended portion and remove the carbon sheet. b. If the carbon paper is the same size as the letterhead paper, the carbon should be inserted as described in Step 5a. This method allows the carbon sheet to extend beyond the paper pack. Thus, the original copy and the carbon copy can be held at the top while the carbon paper is removed from the bottom.	
	9. Have students type business letters with carbon copies.	Production timed — all errors neatly corrected.
distinguish between several methods of reproducing materials.	10. Explain that there are other methods of copying material such as the use of photocopying equipment. Bring examples of materials copied by other methods to class for student examination. Discuss advantages and disadvantages of copying by carbon as well as by other methods. Restrict discussion to preparing a limited number of copies—one to five.	

TOPIC 20. TYPING LABELS AND INDEX CARDS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to type labels correctly. Specifically: identify characteristics of different kinds of labels. chain-feed a strip or roll of labels making any machine adjustments necessary.	1. Display a variety of labels. Explain that titles used to identify file locations of letters, memos, and reports are usually typed on gummed labels that are later affixed to file folders. Shipping or envelope labels range in size from 3 inches by 2 inches to 4 inches by 4 inches. 2. Demonstrate the method of inserting a strip or roll of labels and a single label. Comment on needed machine adjustments. a. File labels begin on second line of bottom half of the label, ½ inch from the left. Maintain a 1-inch left margin for shipping or envelope labels. b. Show the use of a pleated sheet of paper to hold separate labels in position.	
The student will be able to type on index cards. Specifically: set correct margins and make necessary machine adjustments for typing index cards in quantity. type names and addresses in correct style and placement on index cards.	3. Display several typed index cards. Discuss their use for mailing lists, announcements, vertical files, etc. Attention should be called to proper alignment, margins, and tabulation on index cards. 4. Demonstrate how to insert index cards into machine. a. With card in left hand, insert between cylinder and paper table with left edge against paper guide. b. With right hand, twirl cylinder knob until card is in position for typing. c. Use variable line spacer for exact alignment, place paper bail on card to avoid smudges. d. Insert second index card over bottom edge of first index card. This will hold first card in place and allow for faster insertion and removal of cards. 5. Demonstrate proper placement of information. a. Individual and company names are typed on the second or third line from the top edge of the card and two or three spaces from the left edge.	

	b. Personal names are typed in transposed order. Personal or professional titles are placed in parentheses immediately following the name. c. Index cards should be typed with a uniformity of style. If there is no printed guide as to where to type, use eye judgment.	
	6. Have students type 10 index cards and a strip of 10 labels from a list of individual and company names.	Production timed — all errors corrected.

TOPIC 21 — INTEROFFICE MEMORANDUM

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to complete an interoffice memorandum. Specifically: type a memo on printed stationary. type a memo on plain paper, full size. type a memo on plain paper, half size.	1. Project a transparency of an interoffice memorandum and discuss the following points: a. Interoffice memos vary a great deal. Printed forms for interoffice memos may include words, spaces, or lines positioned to show where to insert information. Plain paper is also used. b. Generally, the variable line spacer must be used to align information with the spaces provided for it on printed forms. c. Personal titles are omitted on memos. Position titles are included. d. Triple space after headings prior to the body of the memo. e. Side margins are determined by the position of the heading guide words. f. No salutation or complimentary close is used. g. Reference initials, enclosures, etc. are used.	
	2. Have the students type memos as follows: a. one using a printed form, full sheet b. one using plain paper, full sheet c. one using plain paper, half sheet	Production timed — all errors corrected.

TOPIC 22 — TYPING INFORMATION ON BUSINESS FORMS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to type various business forms used in an office. Specifically: complete business forms accurately.	1. Project a transparency of a voucher check. Emphasize the following: a. One part of the voucher check is a standard check, the other part lists or explains items covered by the check. b. The proper location of the information to be typed. c. Setting tab stops for frequent indentations. d. Typing across the lines rather than vertically. e. Typing the numbers accurately. f. Erasing is not permitted.	
type voucher checks.	2. Assign two voucher checks to be typed. (Use duplicated checks or those from a typing workbook.)	Production timed — all errors corrected.
	3. Project a transparency of a statement of account and discuss: a. Spacing between different parts. b. Placement and explanation of debit and credit columns. c. Setting margin stops. d. Setting tab stops for frequent indentations. e. Typing across the lines rather than vertically. f. Use of single or double spacing depends on the number of items. g. Typing the numbers accurately.	
type statements of account.	4. Type 2 or 3 statements of account.	Production timed — all errors corrected.
	5. Project a transparency of a bill of lading and discuss: a. Spacing between parts. b. Placement of parts.	

	c. Using the variable line spacer so typed copy will appear slightly above the printed line.	
	d. Reading through the illustration in the textbook to become acquainted with proper location of information to be typed. (In some instances the printed designations for typewritten matter comes before the space in which the typed copy is to appear. In others, the printed captions come after the blank spaces.)	
Specifically:		
type bills of lading.	6. Type a copy of the bill of lading as illustrated in the text.	
	7. Type bills of lading. Setting up and correction time is included in the timing for production.	Production timed — all errors corrected.
	8. Project a transparency of a purchase order and explain:	
	a. Setting margin stops.	
	b. Setting tab stops for frequent indentations.	
	c. Typing across the line rather than vertically.	
	d. Using either double spacing or single spacing for items in the body. (Some companies prefer double spacing, especially with few items.)	
	e. Justifying numbers at right.	
	f. Listing items of more than one line with single spacing, then double spacing between items.	
	g. In the price or amount column, underlining the last figure, then double spacing before typing the total amount.	
type purchase orders.	9. Type purchase orders. Setting up and correction time is included in timing for production.	Production timed — all errors corrected.
	10. Project a transparency of an invoice and discuss:	
	a. How to figure extensions. Have the students actually figure extensions.	
	b. Setting margin stops.	

TOPIC 22. TYPING INFORMATION ON BUSINESS FORMS (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	c. Setting tab stops for frequent indentations, and typing across the line rather than vertically. d. Using either double spacing or single for items in the body. e. Justifying numbers on the right. f. Listing items of more than one line with single spacing, and double spacing between items. g. In the price or amount column, underline the last figure, then double space before typing the total amount.	
Specifically: type invoices.	11. Have students type a copy of an invoice to become acquainted with the proper format.	
	12. Production test on typing invoices. Setting up and correction time is included in the timing for production.	Production timed — all errors corrected.

TOPIC 23. TYPING OUTLINES

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to type an outline in correct form.	1. Show an outline calling attention to the following: a. When typing numbers, keep units under units. Use the backspacer when there is more than one figure in a number. For example, in writing 9 and 10, keep the zero under the 9. b. Leave two spaces between the period following the figure or letter of the outline and the first word of the outline. c. For major headings of an outline use Roman numerals; for first-order sub-headings, capital letters; for second-order subheadings, Arabic numerals; and for third-order sub-headings, small letters. The first words in headings are kept even. (A good practice is to use the outline form approved by the English Department.)	

	d. At least two parts must exist in order to have sub-headings. In other words, there can be no "1" unless there is a "2"; no "a" unless there is a "b." e. When a major heading or sub-heading consists of more than one line, the first letter of the second line is typed directly under the first letter of the first line. f. The title is typed in ALL CAPS (or underlined). The major headings may be typed in ALL CAPS or with the first letter of the first word capitalized. Capitalize only the first letter of the first word in sub-headings. g. A triple space is used between the title and the first line of the outline. Double space before and after the Roman numeral lines; single space all other lines. Leave a top margin of approximately 2 to 3 inches on the first page and 2 inches on the second page.	
Specifically:	2. Answer student questions concerning outline.	
set tabulator for outline typing.	3. Have students clear tabulators and set margins for a 60-space line. (The line can be longer or shorter depending upon the length of the outline to be typed.) Set tabulator for each sub-heading at 4-space intervals from the left margin stop. (After the Roman numeral I is typed, the left margin may be reset four spaces to the right for sub-topics A and B. Operate the margin release and backspacer before typing subsequent Roman numerals.)	
center the heading by backspacing from center.	4. Have students center the heading by backspacing from center once for each two letters or letter and space in the heading.	
type the outline according to instructions (about 20 lines in 15 minutes).	5. As students type the outline, observe to be sure that the following typewriter parts are being used correctly: Tabulator Margin Release Backspacer	Evaluate outline for form and accuracy; consider centering and placement of numerals.

TOPIC 24. TYPING REPORTS AND MANUSCRIPTS (FOOTNOTES AND BIBLIOGRAPHIES)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will develop the ability to use judgment in the typing of copy for business reports, book reports, and manuscripts with footnotes and bibliographies.	NOTE: Only the fundamental rules that apply to manuscript typing are discussed. At the discretion of the teacher the material should be presented as the need arises in the various assignments on manuscript writing.	
Specifically:		
select typing materials and typing styles appropriate for reports and manuscripts.	1. Show students copies of correctly spaced manuscript style typewritten pages. a. Most unbound or top-bound manuscripts have 1-inch side margins, a 1-inch bottom margin, and 1-inch top margin with the exception of the first page which has a 1½ to 2-inch top margin. b. Most manuscripts and reports are double spaced with five-space paragraph indentions.	
produce a one-page report in manuscript style.	2. Assign a one-page report, explaining manuscript form, quotes, enumerating items, or other special items.	Production timed — all errors corrected.
use numbered guide sheet for correct bottom margin.	3. Explain that in order to have even bottom margins, a. A light pencil mark can be made one-inch from bottom of the page or b. A numbered guide sheet may be used.	
	4. Give each student a duplicated guide sheet and demonstrate how to use it.	
	5. Introduce the typing of footnotes. a. Stress that a careful and alert attitude is needed when typing footnotes whether a guide sheet or pencil marks are used.	

	b. Explain that when quoting another person's printed material, credit should be given that person. Usually this is done through footnotes.	
	c. Show proper form for footnotes on board or overhead and explain how many lines to space down on page to type footnote in proper place. Note that the ratchet is used in typing superior figures.	
	d. Footnotes are separated from the main body of material by a 1½-inch horizontal line. Single space before the dividing line and double space after the line before typing the first footnote. If an exact 1-inch bottom margin is required and too much space has been saved for the footnotes, additional space may be left above the line. The line, however, is usually typed a single space below the last line of the manuscript text and is followed by a double space.	
	e. Study various footnotes, noting proper punctuation. Explain that it is preferable to number footnotes consecutively throughout the manuscript.	
	f. Explain that left bound manuscripts require a left margin of 1½ inches and a right margin of 1 inch. This leaves a 6-inch writing line. The center is found by adding the two margin points together and then dividing by two.	
Specifically: produce a one-page left-bound manuscript with footnotes.	6. Assign a one-page leftbound manuscript with footnotes. (Walk around to see that footnotes are being typed correctly and that the guide sheet is being used properly.)	Production timed — all errors corrected.
produce a five-page left-bound manuscript with footnotes, title page, and bibliography.	7. Assign a five-page leftbound manuscript with footnotes, title page, and bibliography. a. Explain quotations involved in assignment. 1. Quotations of three or fewer lines are displayed by typing within quotation marks. 2. Quotations of more than three lines are given special display through single spacing and indenting five spaces from regular margins on both sides.	

TOPIC 24. TYPING REPORTS AND MANUSCRIPTS (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	b. Show how pages are numbered (according to binding), how bibliographies, and how title pages are set up. Suggested format: 1. The number is omitted from the first page. On other pages, the number is typed on the seventh line at the right margin and followed by two blank lines. 2. Items in the bibliography should be typed alphabetically beginning with the author's last name; indent extra lines in each item 10 spaces; capitalize or underscore titles of books, magazines, and newspapers; titles of magazine articles are placed in quotes. 3. Most title pages consist of the manuscript title (centered and capitalized 2½ inches from the top), the course name and instructor's name (centered and double spaced 2½ inches under the title), and the writer's name and the date (centered 2½ inches under the course name).	Production timed — all errors corrected. (Note: Allow approximately five class periods for the assignment.)

TOPIC 25 — FINANCIAL STATEMENTS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will learn to type financial statements.	1. Obtain financial statements for illustrative purposes. For example: a. Balance Sheet b. Profit and Loss Statement c. Statement of Retained Earnings	
Specifically: center heading for report. indent lines or use block lines.	2. Determine an acceptable format to be used as a model and discuss a. Centering of heading. b. Lines blocked or indented. c. Use of leaders.	

Specifically: set tabs at desired locations for money columns. use ratchet release key for typing double ruled lines under total. use leaders.	3. Preparation for typing a. Set tabs for money columns. b. Prepare line lengths needed. c. Arrange statement on paper either vertically or horizontally. d. Space as needed. 4. Typing the financial statements a. Have material and figures available for the statement to be typed. b. Have model format available for reference.	Production timed — all errors neatly corrected.

TOPIC 26. MINUTES OF MEETING

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to type the minutes of a meeting. Specifically: set the proper margins. type the headings, body, and closing lines of minutes in acceptable form.	1. Introduce the parts of minutes. a. Attendance b. Unfinished business c. New business 2. Show transparencies of correctly typed minutes and instruct the student as to the following: a. All margins should be one inch. b. For binding, the left margin should be ½ inch wider than the right. c. For the heading, double space between title (minutes), name of organization, and date. d. Triple space before side headings (parts) and underline each. e. Double space after each side heading.	

TOPIC 26. MINUTES OF MEETINGS (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	f. Single space the body of the minutes. g. For signatures, space four times from last line of body. h. Start signature line for secretary at center of paper. i. Allow four spaces between line for secretary's signature and signature of president which is typed at left margin. 3. Have students type minutes.	Production timed — all errors corrected.

TOPIC 27. TELEGRAMS AND REPLY-O-GRAMS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to type telegrams. Specifically: include appropriate information. place information on telegram according to accepted procedure. The student will be able to type reply-o-grams. Specifically: include appropriate information. place message and reply in appropriate columns.	1. Project a transparency of a telegram and emphasize the following points. a. Special lines—type and class of service and account billed. b. Sender's address and date triple spaced below account billed. c. Addressee name and address double spaced below date at the left margin—single space the name and address. d. Sender's name aligned with sender's address double spaced below body. e. Reference initials typed at left margin. 2. The teacher will project a transparency of a reply-o-gram and emphasize the following points. a. Sender types message on the left hand side, keeps second copy, forwards other copies to the addressee. b. Addressee types reply in right hand column, keeps third copy, and returns original copy to sender.	

	c. Signatures of both parties may be typed and then initialed or handwritten.	
Specifically: prepare copies as needed for sender and reply purposes.	3. Students complete a production test on both telegram and reply-o-gram.	Production timed — all errors corrected.

TOPIC 28. ITINERARIES

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to type an itinerary. Specifically: arrange in chronological order. set proper margins. center headings (main and side). type entire content in acceptable form.	An itinerary is a travel schedule that includes a chronological listing of departure and arrival times, mode of travel, accommodations, and usually a listing of scheduled activities. 1. Use a transparency or illustration to point out the rules for correctly typing an itinerary. a. Have a top margin of two inches. b. Have side and bottom margins of one inch. c. Center the heading which includes: Name of person Dates of travel Place of departure and destination d. Type day, date and locations in caps as side headings and underline. e. Double space before and after side headings. f. Single space individual entries. g. Type at least one carbon. 2. Have students type a one-page itinerary.	Production timed — all errors neatly corrected.

TOPIC 29. FLUID DUPLICATION

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will learn to prepare a master for the fluid duplicator. Specifically:	1. Explain differences in types of duplicating processes—fluid, stencil, offset, and photocopy, pointing out advantages and disadvantages of each. Display examples of duplicated materials such as tests, announcements, church bulletins, and form letters.	
prepare guide copy.	2. Explain preparation of guide copy. Assign short manuscript pertaining to fluid duplication to be typed as guide copy.	Check guide copy for form and accuracy.
	3. Provide master assemblies to students explaining parts. a. Master b. Protective tissue (save to protect master after typing) c. Carbon	
	4. Explain preparation of typewriter. a. Clean keys b. Move paper bail rolls to the ends of the paper bail to avoid marks. c. Set impression or touch control.	
insert master assembly correctly.	5. Explain and demonstrate proper insertion of master assembly into the typewriter. a. Remove protective tissue. b. Feed unbound narrow edge of master unit into typewriter with carbon next to platen. c. Space down to allow for top margin as indicated on guide copy.	
make corrections neatly.	6. Explain and demonstrate correction techniques. a. Roll unit so that backside of master is to a point where the error can be corrected.	

	b. Scrape carbon deposit from back of master with razor or correction blade. c. If retyping is unnecessary, (1) cut out error or cover with cellophane tape, (2) repair front with correction tape, and (3) return to typing position. d. If retyping is necessary, (1) coat area with waxed block-out tape, (2) press strip of correction tape on front over word or words to be corrected or blocked out, (3) cut an unused piece of carbon sheet; insert under master sheet, carbon side up, at point of error, (4) roll paper back into typing position, (5) type the correction, (6) remove additional piece of carbon, and (7) return to typing position.	
Specifically: type spirit master.	7. Have students type master unit from guide copy. 8. Have students proofread masters, correcting all errors before removing them from typewriters. 9. After removing master units from typewriters, have each student insert protective tissue between master and carbon.	Check master unit for form and accuracy.

TOPIC 30. STENCIL DUPLICATION

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will learn to cut stencils by typewriter. Specifically: type guide copy.	1. Review preparation for guide copy. Assign short manuscript pertaining to stencil duplication to be typed as guide copy. 2. Provide stencils to students. Point out parts of stencil and explain purpose of each. a. Transparent typing film b. Stencil sheet Stub Top edge paper guide Horizontal scale for pica or elite	Check guide copy for form and accuracy.

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	Postal card area Vertical line scale Center indicator Page-end warning numerals Left and right edge line scale c. Cushion sheet d. Backing sheet	
	3. Explain preparation of typewriter. a. Set ribbon indicator at "stencil" position. b. Clean type keys. c. Set impression or touch control. d. Move paper bail rolls to ends of paper bail.	
	4. Explain and demonstrate stencil assembly. a. Place guide copy between stencil and backing sheet, and use small dots of correction fluid on the stencil to indicate position of parts of copy. b. Insert cushion sheet with wax side up between stencil sheet and backing sheet.	
Specifically: insert stencil assembly correctly.	5. Explain and demonstrate proper insertion of stencil into typewriter. a. Feed stub end of stencil into typewriter with protective film facing typist. b. Disengage paper release lever and straighten stencil, using top edge paper guide or vertical line numbers. c. Space down to allow for top margins as indicated on guide copy.	
	6. Explain and demonstrate correction techniques.	

Specifically: correct errors.	a. Roll stencil to point where error is exposed enough to make correction. b. Separate transparent film from stencil. c. Burnish error with smooth object such as a paper clip. d. Coat error with correction fluid and allow to dry. e. Roll stencil back and type correction.	
type stencil.	7. Have students type stencil from guide copy and proofread, correcting all errors before removing from typewriter.	
	8. After removing stencil from typewriter, have students remove and store transparent film and cushion sheet.	Check completed stencil for form and accuracy.

TOPIC 31. OFFSET DUPLICATING PROCESS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to prepare an offset master. Specifically: type guide copy.	1. Discuss offset masters—paper and metal, explaining differences.	
	2. Review preparation of guide copy for master. Assign short manuscript pertaining to offset masters to be typed as guide copy.	Check guide copy for form and accuracy.
	3. Discuss typewriter ribbon quality as related to the typing of offset masters.	

Ribbon	*Characteristics*	*Life Expectancy*
cotton	bold image	four cycles
silk	sharp image	four cycles
nylon	sharpest of all fabric ribbons	four cycles
carbon	strong black image	one cycle
nylon	good image—clean carbon release	one cycle
poly-ethylene	excellent image—complete carbon release	one cycle

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	4. Give students offset master units and discuss guide marks on them.	
Specifically:		
select the size and style of master best suited for a particular job.	5. Explain preparation of typewriter. a. Clean keys. b. Move paper bail rolls to ends of the paper bail to avoid marks. c. Set impression or touch control.	
insert master into typewriter.	6. Demonstrate insertion of master into typewriter. a. Do not bend or twist master excessively. b. Space down to allow for top margins as indicated on guide copy.	
make corrections neatly.	7. Explain and demonstrate correction techniques. a. Use of special offset eraser. b. With fabric ribbon, use an orange offset master eraser; with a carbon ribbon, use a white offset master eraser. c. If a correction is necessary after the master has been removed, reinsert the master slowly to avoid smearing the typed copy. Align carefully.	
type offset master using guide copy.	8. Have students type offset masters from guide copy and proofread, correcting all errors before removing from typewriter.	Check offset master for form and accuracy.

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	The intent of this unit is to emphasize the importance of neatness and accuracy in typing legal documents. In block (occupational) programs, this unit should be integrated with other information on business law. Obtain legal forms for student use. These forms may be duplicated by use of a copy machine or obtained from a stationary store or workbooks.	
The student will know various legal forms used in an office. Specifically: identify the most commonly used legal forms. distinguish among the forms used. explain the purpose of various types of legal forms.	1. Illustrate the following legal forms and explain their use. a. Contract—enforceable agreement between two or more parties. Agreements involving sums of money should be in writing. b. Will—legal document to provide for the distribution of property after one's death. The person making the will is the testator (man) or testatrix (woman). c. Bill of Sale—written evidence of the transfer of ownership of goods, usually a fill-in form. d. Deed—written document to transfer real property from one person to another. e. Lease—legal document that gives possession and control of real property belonging to one person (lessor or landlord) to another person (lessee or tenant). f. Power of Attorney—legal document which creates an agency by which one person (the principal) appoints another person (the agent) to contract for him.	Ninety percent accuracy on teacher-constructed objective test on legal forms.
type legal documents.	2. Discuss and illustrate procedures for typing legal documents. a. Typewritten forms. (1) Use legal-size paper (8½ by 13 to 15 inches). (2) Allow a 2-inch top margin on the first page and 1½ inches on succeeding pages; leave a bottom margin of 1½ inches.	

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	(3) Side margins are indicated by vertical rules—a double rule for the left margin (1½ inches) and a single rule for the right margin (½ inch).	
	(4) Set side margins two spaces within ruled lines. Keep right margin as even as possible.	
	(5) Center the title between ruled margins; type in all capitals.	
	(6) Indent paragraphs 10 spaces.	
	(7) Use double spacing unless the document is extremely long or unless single spacing is desirable for balance.	
	(8) Center the page number, preceded and followed by a hyphen, a triple space under the last line of type.	
	(9) Single-space and indent quoted matter, specifications, or descriptions. Type quotation marks before and after quoted matter.	
	(10) Prepare copies for all parties concerned.	
	b. Printed forms.	
	(1) Type close to printing on left or center in the space provided, filling in unused space with hyphens.	
	(2) Set left and right margins to correspond to those of the printed material.	
	(3) Align pages so that typed material will be legible on carbon copies.	
	(4) Type contracts and bills of sale on fill-in legal forms.	Observe and check typing on legal documents.
Specifically: type endorsements at proper position. fold and bind documents properly.	3. Completing a legal document.	
	a. Endorsing—Legal documents are bound with a backing sheet of heavy paper, usually blue. An indentification is typed on the backing sheet to identify the document without opening it. The endorsement is typed on the second third of an 11-inch document or the second quarter of a long document.	

b. Folding—For long documents, fold down at top about 1½ inches to form flap. Fold sheet in half. Fold in half again so that paper is divided in fourths. For short documents, fold down at top 1½ inches to form a flap. Fold bottom half up one-third and the top half down one-third.

c. Binding—Endorsing and folding are completed before binding. Legal-size paper is bound at top and letter-size paper at side. Unfold the backing sheet and insert the completed legal document under the flap. Staple together two or three times. Refold, carefully following the backing sheet folds. The document is now complete.

Observe procedures used in endorsing, folding, and binding documents.

The student will understand reading and correcting procedures to be used when typing legal documents.

4. Discuss proofreading and correcting procedures and other special instructions.

a. Legal documents should be read twice.

b. Erasures are permitted only on certain parts of a legal document. Dates, names, times, and amounts of money usually cannot be erased.

Specifically:

identify items in a legal document that cannot be erased and corrected.

c. Numbers are usually written in both words and figures, with the figures in parentheses. Dates may be typed in several different forms, all of which are acceptable.

indicate how numbers are typed in legal documents.

For example:

On this, the fourteenth day of May, 19__.
This 16th day of June in the year 19__.
This fourteenth day of May, in the year of our Lord, nineteen hundred and seventy-five.

d. Dollar amounts are typed in both words and numbers.

explain why dollar amounts are written in words and numbers.

e. Short pages should be avoided when possible; however, when they occur, the bottom of the page should be ruled in black ink in a "Z" fashion to indicate that no information has been omitted.

explain when to use abbreviations.

f. The last page must carry at least two typed lines of text.

g. Use only commonly employed abbreviations.

indicate how titles are typed.

h. Titles are not used with names.

TOPIC 32. LEGAL TYPING (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
	i. Common legal forms are frequently produced on word processing equipment, with the typist filling in items such as names, addresses, and amounts.	
The student will be able to complete legal documents. Specifically: type various legal documents. apply proofreading and correcting procedures. endorse, fold, and bind legal documents.	5. Have the students prepare legal documents. First assign a fill-in document such as a will or power of attorney. Then assign more difficult forms as skill is developed. Supply students with all information to be typed on documents. In a stenography class, the information should be dictated.	Production timed — 100 percent accuracy.

TOPIC 33. MEDICAL TYPING

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to type a variety of medical materials without the assistance of other medical staff.	1. Introduce the topic by informing students of the character and importance of the work, the medical office working environment as contrasted with other office working environments, and the emotional maturity required of the medical office worker. Emphasize the facilitiating office service to be rendered rather than involvement in medical procedures.	
Specifically: define commonly used medical terms.	2. Introduce some common medical procedures, tests, and terminology so the students can become familiar with terms and names used in medical offices. NOTE: Knowledge of the above terms in no way prepares the worker to perform any of the procedures or tests.	Ninety percent accuracy on teacher-constructed objective test on medical terms.

3. Stress three basic characteristics of the medical typist's work.

   a. Much of the work will be form work. There is usually a sample form which has been completed in the office for reference. Care should be exercised to complete forms neatly.

   b. Stress is placed on the ability to work independently so the medical personnel may be free to perform professional duties.

   c. Most of the material typed is privileged communication; preserving the patient's privacy is important.

4. Obtain medical forms for student use.

   Illustrate and discuss (by transparencies, typewritten copy, or a bulletin board display) the procedures for typing commonly used medical forms.

   a. Medical insurance forms, including Blue Cross, Blue Shield and Medicare—Although the instructions are primarily directed to the patient, the medical typist will often be responsible for typing the form. The information should be obtained from the patient orally while the typist fills in the information on the typewriter.

   b. Hospital admission, preadmission, and collections forms—The typewritten form eliminates many errors and speeds up the processing of the forms. Information may be obtained from the patient, office files,and other medical reports.

   c. Reports of operations and treatment—Reports of operations and other information are usually typed on a form containing printed information at the top. The actual report is typed in block style with single spacing. The report usually contains terminology that is peculiar to the medical profession. Such a report should be typed with extreme care and proofread with equal care.

   d. Medical letters contain terminology that is typical of the medical profession. The medical typist, as requested, types business letters containing medical information.

TOPIC 33. MEDICAL TYPING (Continued)

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
Specifically: choose the proper form and type in the appropriate information.	5. Stress the importance of knowing what form to use, what information to put on each part of the form, and where to find the information.	
	6. Divide the class into several groups of students. Each group may have a medical typist, a patient, and a relative; the medical typist will ask the questions on the form and type the answers given by the patient and the relative.	Check student work to ascertain correct choice of form and information correctly typed.
	7. Have the students complete selected medical forms.	Production timed with all errors corrected.
	Suggestions: a. Arrange for one or more field trips in which small groups of students visit medical offices, health departments, insurance centers, and other places where medical typing is done.	Determine from class discussion whether student understood activities in the offices visited.
	b. Arrange for at least one medical typist or secretary to meet with the students to reaffirm the need for accuracy and confidentiality, the demand for skilled medical typists, and the standards in local offices. Prepare questions before speakers arrive.	

TOPIC 34. INTEGRATED PROJECTS

OBJECTIVES	STUDENT-TEACHER ACTIVITIES	EVALUATION
The student will be able to complete the work required in a realistic office situation through the use of integrated activities.	1. To provide the student the opportunity to integrate previously learned knowledges, skills, and concepts, present a series of related problems set in a simulated office situation. Before the student begins the series of related problems or integrated project a. duplicate or have available all forms necessary for the completion of the project.	

Specifically:

apply previously learned skills without the aid of the teacher.

demonstrate a knowledge of good work habits by approaching the tasks in a manner that will allow for completion of the project within the time limit.

demonstrate the ability to use appropriate references.

demonstrate an understanding of office requirements by performing all tasks with 100 percent accuracy.

b. have available all resource materials needed for the student to complete the project.

c. complete the integrated project yourself to determine the time that should be allowed for completion by the student.

d. plan to interrupt daily routine of the class to provide a realistic situation.

2. Discuss with the students

a. the purpose of the project.

b. the time limits for competing the project or parts of the project.

c. materials, equipment, and supplies needed for the project and their location.

d. previous learning needed for completion of the project.

e. the need for independent work habits, organization, efficiency, and accurate proofreading.

f. the procedure for submitting work and evaluation.

3. Conduct a question-and-answer session.

4. While completing the project, the student should

a. assign priorities to the tasks and prepare a schedule of work to be completed each day of the project.

b. organize work at the beginning of each class period.

c. obtain all materials and set up all equipment needed for each day's work.

d. collect all the data needed for correct performance of each task.

e. refer to source materials needed for completion of each task.

f. follow written instructions or those given orally throughout the project by the teacher.

g. complete tasks, proofread, and prepare each in acceptable or mailable form.

h. correctly organize all work and submit it as instructed.

At the end of established time limit, check work for completeness and 100 percent accuracy.

REFERENCES

Atkinson, P. S. *Typewriting Office Practice*, 5th Edition, South-Western Publishing Company, Cincinnati, Ohio, 1973.

Axelrod, M. *Creative Timed Writings*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1973.

Bauer, D. E. and J. W. Strahl. *Office Reproduction Processes*, Canfield Press, San Francisco, 1975.

Beaumont, L. R., F. H. Dye, and R. D. Johnson. *Typewriting Speed/Control Builders*, South-Western Publishing Company, Cincinnati, Ohio, 1972.

Bell, M. L. *Speed Typing*, 3rd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1958.

Blendon, E. G. and B. H. Nalepa. *Quick Survey Course in Forms Typing*, Standard Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1968.

Bloomquist, R. E., G. Grill, and J. L. Rowe. *Number Key Practice: For the Typewriter, 10-Key Adding Machine, and Keypunch Machine*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1975.

Brendel, L. A. and D. R. Near. *Spelling Drills and Exercises Programmed for the Typewriter*, 2nd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1974.

Brendel, L. A. and D. R. Near. *Punctuation Drills and Exercises, Programmed for the Typewriter*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1970.

Brendel, L. A. and E. Leffingwell. *English Usage Drills and Exercises Programmed for the Typewriter*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1968.

Casady, C. P. and M. J. Casady. *Business Letter Typing*, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1973.

Cleary, J. B. and J. M. Lacombe. *English Style Skill-Builders, A Self-Improvement Program for Transcribers and Typists*, Gregg Division, McGraw Hill Book Company, Inc., New York, 1974.

Cook, F. S., P. C. Morrison, J. M. Trytten, and L. J. Whale. *Gregg Junior High Typing*, 2nd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1965.

Douglas, L. V., J. T. Blanford, and R. I. Anderson. *Teaching Business Subjects*, 3rd Edition, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1973.

Ferguson, M. A., C. House, L. Missling, B. Nalepa, J. Sawaia, and M. Wood. *Basic Gregg Typing*, Book 1 (Machine Controls), Book 2 (Foundations of Production), Book 3 (Vocational Forms Typing 1-15), Book 4 (Vocational Forms Typing 16-30), Gregg Division, McGraw-Hill Book Company, Inc., New York, 1974.

Fries, A. C. *Timed Writings About Careers*, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1975.

Fries, A. C., M. F. Rowe, D. L. Travis, and W. Blockhus. *Applied Secretarial Procedures*, 7th Edition, Gregg Division, McGraw-Hill Book Company, Inc., 1974.

Frisch, V. A. and J. S. Handel. *Applied Office Typewriting*, 3rd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1969.

Gavin, R. E. and W. A. Sabin. *Reference Manual for Stenographers and Typists*, 4th Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1970.

Grubbs, R. L. and D. H. Weaver. *Self-Improvement Typewriting: For Home and Laboratory Practice*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1975.

Grubbs, R. L. and J. L. White. *Sustained Timed Writings*, 3rd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1971.

Hanna, J. M., E. L. Popham, and R. S. Tilton. *Secretarial Procedures and Administration*, 6th Edition, South-Western Publishing Company, Cincinnati, Ohio, 1973.

Hansen, B. L. and L. E. Scaff. *Progressive Typing Speed Practice*, 4th Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1975.

Hill, R. K., and B. J. Schmidt (Editors). *Behavorial Objectives for Selected Units in Business Education*, Division of Vocational Education, State Department of Education, Richmond, Virginia, 1974.

Hossfield, G. L. and J. Nelson. *Faster Typing*, 2nd Edition, H. M. Rowe Company, Baltimore, Maryland, 1969.

House, C. R. and S. Skurow. *Typewriting Style Manual*, South-Western Publishing Company, Cincinnati, Ohio, 1973.

Kahn, G. and D. J. Mulkerne. *The Wordbook*, Glencoe Press, Riverside, New Jersey, 1975.

Krevolin, N. *The Gregg Office Job Training Program: Typist Training Manual and Resource Materials*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1972.

Kupsh, J. *Duplicating: Machine Operation and Decision Making*, Glencoe Press, Riverside, New Jersey, 1972.

Lessenberry, D. D., T. J. Crawford, L. W. Erickson, L. Bartholome, and M. Warner. *Clerical Office Typing*, Lap 1 (Centering and Tables), Lap 2 (Business Forms), Lap 3 (Memos, Letters, and Reports), Lap 4 (Integrated Projects), South-Western Publishing Company, Cincinnati, Ohio, 1972.

Lessenberry, D. D., T. J. Crawford, L. W. Erickson, and J. W. Robinson. *Century 21 Typewriting*, South-Western Publishing Company, Cincinnati, Ohio, 1972.

Lessenberry, D. D., S. J. Wanous and C. H. Duncan. *Introductory Typewriting*, South-Western Publishing Company, Cincinnati, Ohio, 1971.

Liguori, F. E. *Basic Typewriting Operations — Principles and Problems*, South-Western Publishing Company Cincinnati, Ohio, 1965.

Liles, P., L. A. Brendel, and R. Krause. *Typing Mailable Letter*, 2nd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1969.

Lloyd, A. C. and R. P. Hosler. *Personal Typing*, 3rd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1968.

Lloyd, A. C., J. L. Rowe, and F. E. Winger, *Selective Practice Typing Drills*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1974.

Lloyd, A. C., J. L. Rowe, and F. E. Winger. *Typing Skill Drives*, 2nd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1974.

Lloyd, A. C., J. L. Rowe, and F. E. Winger. *Typing Power Drills*, 2nd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1965.

Lojko, G. R. *Typewriting Techniques for the Technical Secretary*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972.

Meehan, J. R., W. R. Pasewark, and M. E. Oliverio. *Clerical Office Procedures*, 5th Edition, South-Western Publishing Company, Cincinnati, Ohio, 1973.

Meehan, J. R., W. R. Pasewark, and M. E. Oliverio. *Secretarial Office Procedures*, 8th Edition, South-Western Publishing Company, Cincinnati, Ohio, 1972.

Mulkerne, D. J. and M. E. Andrews. *Civil Service Tests for Typists*. Gregg Division, McGraw-Hill Book Company, Inc., New York, 1969.

Namanny, D. and G. DuPree. *Legal Office Typing*, South-Western Publishing Company, Cincinnati, Ohio, 1975.

Nanassy, L. C. and A. C. Fries. *Business Timed Writings*, Revised Edition, Glencoe Press, Riverside, New Jersey, 1974.

Nanassy, L. C., N. Krevolin, and J. E. Whitcraft. *Personal Typing*, Pitman Publishing Corporation, New York, 1970.

Nelson, J. *Teaching Typewriting Today*, Business Teaching Aids, 3200 Southgreen Road, Baltimore, Maryland, 1973.

Palmer, H. O. and A. M. Agnew. *Triple-Controlled Timed Writings*, South-Western Publishing Company, Cincinnati, Ohio, 1970.

Pasewark, W. R. *Duplicating Machine Processes — Stencil, Fluid, Offset, and Copier*, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1975.

Pepe, P. S. *Personal Typing in 30 Hours*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1974.

Poland, R. *The Gregg Office Job Training Program: Clerk-Typist Training Manual and Resource Materials*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1973.

Popham, E. L., A. Schrag, and W. Blockhus. *Teaching-Learning System for Business Subjects*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1975.

Rahe, H. *Business Letters for Typing*, 3rd Edition, Pitman Publishing Corporation, New York, 1969.

Reigner, C. G. *Office Typing*, 2nd Edition, H. M. Rowe Company, Baltimore, Maryland, 1974.

Reigner, C. G. *Office Practice for Typists*, H. M. Rowe Company, Baltimore, Maryland, 1973.

Reynolds, C. *Snow Country Equipment Typing Practice Set*, South-Western Publishing Company, Cincinnati, Ohio, 1974.

Richardson, N. Q. *Type with One Hand*, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1959.

Robinson, J. W. *Strategies of Instruction in Typewriting*, South-Western Publishing Company, Cincinnati, Ohio, 1972.

Robinson, J. W. (Editor). *Practices and Preferences in Teaching Typewriting*, Monograph 117, South-Western Publishing Company, Cincinnati, Ohio, 1967.

Rosen, S., J. Cleary, and A. Alt. *Practical Office Typewriting Kit*, Pitman Publishing Corporation, New York, 1969.

Rowe, J. L., A. C. Lloyd and F. E. Winger. *Typing 300, Volume One, General Course*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1973.

Rowe, J. L., A. C. Lloyd and F. E. Winger. *Typing 300, Volume Two, Vocational Course*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1973.

Rowe, J. L. and F. Etier. *Typewriting Drills for Speed and Accuracy*, 3rd Edition, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1966.

Russon, A. R. and S. J. Wanous. *Philosophy and Psychology of Teaching Typewriting*, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1973.

Sandry, E. C. *Typewriting Office Practice Set*, 2nd Edition, Pitman Publishing Corporation, New York, 1973.

Siegfried, W. R. *Typing Medical Forms*, Gregg Division, McGraw-Hill Book Company, Inc., New York, 1969.

Silverthorn, J. E. and D. J. Perry. *Word Division Manual*, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1970.

Suggested Curriculum Patterns for Office Occupations Education, Business Education Service, State Department of Education, Richmond, Virginia, 1973.

Thompson, J. M. *101 Typewriting Timed Writings*, 3rd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1971.

Wanous, S. J. and J. C. Bennett. *Personal and Professional Typing*, 4th Edition, South-Western Publishing Company, Cincinnati, Ohio, 1973.

Wanous, S. J. and B. Haggblade. *Personal Typewriting for Junior High Schools*, 3rd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1971.

Wanous, S. J. and E. E. Wanous. *Basic Typewriting Drills*, South-Western Publishing Company, Cincinnati, Ohio, 1968.

West, L. J. *Implications of Research for Teaching Typewriting*, 2nd Edition, Delta Pi Epsilon Research Bulletin No. 4, St. Pete Minnesota, 1974.

West, L. J. *Acquisition of Typewriting Skills*, Pitman Publishing Corporation, New York, 1969.

Winger, F. E and D. H. Weaver. *Gregg Tailored Timings*, Gregg Division, McGraw-Hill Book Company, Inc. New York, 1971.